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ABSTRACT

This book is designed to help journalism teachers and publications advisors improve the journalistic skills of high school students in the classroom through yearbook and newspaper activities. Hundreds of techniques and suggestions for teaching students to write, prepare headlines, design layout, and sell and prepare advertisements are presented. The suggestions on writing include teaching students how to write columns, features, and editorials, as well as how to report on news and sports. The document concludes with sample forms that are useful to high school journalism staffs in obtaining information and releases for purposes of publication. (RB)

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HELPFUL HINTS

for
the Journalism Teacher
and
Publication Adviser

Edited by

C. Marshall Matlock

CS 201 910

Helpful Hints for the Journalism Teacher and Publication Adviser

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Preface

This book would not have been possible without the advice and assistance of many friends, associates in the field of journalism education and students who worked with me at Arthur Hill High School.

Journalism teachers and publication advisers from throughout the United States contributed the material that made this book a reality. To these contributors, too numerous to mention by name, a sincere thank you for helping the Journalism Education Association lead the way in secondary school journalism.

Among those whom I would like to thank specifically are:

Bruce R. Minteer, JEA president, for his encouragement and support which led to the completion of this book.

Ruth Marie Griggs JEA past president whose leadership and enthusiasm made this book possible by the formation of the JEA Helpful Hints Commission.

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Harold W. Giesecke and **Keith H. Birdsall** for affording me the opportunity and freedom to experiment in scholastic journalism while at Arthur Hill High School.

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Kathleen Jorgerson and **Peggy Whitt** for their help and contributions as members of the JEA Helpful Hints Commission.

January, 1972

C. Marshall Matlock
Publications Coordinator
Arthur Hill High School
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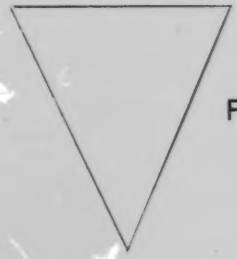

Forward

In 1969, the Helpful Hints Commission began work on gathering material in preparation for re-release of one of the most highly popular publications printed in the history of this organization.

Originally, in 1952, the National Association of Journalism Directors released a collection of ideas and shortcuts in managing publications and teaching journalism. Helpful Aids was so popular that it was soon out of print; even so, throughout the 1960's requests continued to roll in to both the National Scholastic Press Association and the Journalism Education Association for the booklet.

During the tenure of Past President Ruth Marie Griggs, interest was generated in compiling more hints and publishing them so that advisers might have access to a file of very helpful shortcuts and ideas related to this business of teaching and advising journalism.

After two years of soliciting teaching hints, gathering information, editing and writing copy for print, the results are now in your hands. We are certain that the efforts of Chairman C. Marshall Matlock, who edited this publication, and his group will be well received and of use to many in their teaching and advising duties. JEA is proud and pleased to present this new Helpful Hints book.

January, 1972

Bruce R. Minteer
JEA President
Freeport Senior High School
Freeport, Illinois

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1 Teaching Techniques

How many times have we told ourselves that there must be a better way to teach students the basics of journalism? Veteran or beginner, we are always looking for better and faster ways to teach journalism.

This section includes an array of teaching ideas and techniques that have worked for experienced instructors and publication advisers. Many of these suggestions can be incorporated into any journalism program. Others will work only in specific situations depending on one's own school, the personality of his students, the number of students he wishes to reach and his final objective. For this reason no recommendation is being made for universal adoption of any one suggestion in this section.

Journalistic Qualifications:

Discuss the physical and character traits of the successful student journalist and desirable carry-over as training for life: keen and alert mind, development of powers of observation, accuracy, loyalty, thoroughness, dependability, kindness, courtesy, tact, pleasing appearance, good judgment, punctuality.

Comparing Daily Newspapers:

Have available in class copies of well-known daily newspapers for class study and discussion. These might include: New York Times, Kansas City Star, St. Louis Post-Dispatch, The Christian Science Monitor, Chicago Daily News, Chicago Tribune, San Francisco Examiner, Denver Post, Milwaukee Journal.

Order copies of these newspapers for a particular day so

that the class can take a story for study that will have been treated by all. (Avoid the bulky Sunday and Thursday editions.) Point out and discuss with the class the editorial slant evidenced by the differences in treatment of the same story.

Word Ideas:

By lubricating the thought processes in using this technique your students will realize mere words call up ideas. Say an isolated word like "chocolate" to class and ask them to record the ideas released. You'll get answers like: taste: candy, coke; texture: fluffy, firm, soft; sight: glossy, dull; scientific: cocoa bean, culture, treatment, market, etc.

Ask The Faculty:

Often catchy announcements over the communication system or slanted to the daily bulletins to teachers yield a harvest of responses. Perhaps the first time the request is made the intake is small, but by repeating the plea in a variety of bulletins the faculty and administrators will be on the lookout for choice copy.

History Of Journalism:

Assign to each student the name of America's outstanding journalists, beginning with Zenger and on down through our history to the present day. Have each one prepare a biographical sketch that will bring out the important contributions to journalism. These reports can be given orally over a period of several days and the result will be a fairly complete history of American newspapers and their influence on our lives and institutions. Students will also become familiar with the great papers of our time, the problems of press freedom, propaganda, etc.

They May Flounder:

. . . But in so doing may learn something too. Occasionally assign work in weekly units. Putting the student on his own for a few days to meet a deadline is good training.

Give the students every possible opportunity to take responsibility. Make them feel, for example, responsible for accurate copy, or ask for samples of certain stories. Do not make a special effort to grade work, but out of the corner of your eye, take note of who does the assignment. Repeat occasionally.

Display String Book:

Using the string book idea, display the student's scrap book at some convenient time. Perhaps the number of column inches printed should have some bearing on the grade.

Speech Tactics:

For a speech reporting technique, tape a radio broadcast and play to writing group. After report is written, replay tape. Discuss.

Ignorance Pays Off:

Each word missed from the list made up of those commonly used in stories for the school paper causes the offender to contribute one cent to the general fund. A treasurer is appointed in the group. IOU's are

accepted, but they are taken care of later.

At the end of the year the spellers all go to the local hamburger place (one of the most faithful advertisers) and spend the money collected on ignorance.

Point System Grades:

Many teachers use some variation of a point system in grading. One such plan includes both grades for stories and points for all kinds of work done on the paper. If each student has in his possession a list indicating the number of points given for a specific kind of work, this type of approach reduces nagging and speeds along such tasks as getting students to go to the printers after school, retype stories, rewrite copy, and to handle other sundry items that are "musts" before deadline time.

Speed Up Grading:

Does grading papers bore you, tire you, make you wonder? Why not have the more responsible staff members grade a small number now and then. Think they may be prejudiced? Why not assign numbers to the papers, changing frequently so that no one else knows who really has what number.

Terse Topics:

For a breezy sure-to-be-read, national-international news column and for encouraging your journalists to read newspapers, test this plan: Each two weeks your students summarize orally a national, international, state or local news item. They are expected to present the five w's, give short resume of news, and state their own opinion. As the class listens, each one writes a brief statement of the situation and includes his own opinion.

After the written reports are collected, a committee selects the most successful entries. They look for clear, concise statements of events and also probe for "sharp" opinions and print these in their newspaper under heading of "Terse Topics."

Individual Conferences:

Keep your class down to 18 or 20 if you can. Then arrange for a 10 or 15-minute conference with each one each month. Let each bring his file-folder or string book for discussion. The personal help will be better than group drill.

Discard The Crutches:

Do not use crutches too long, for the group will go right on using them.

One adviser asks his proofreading beginners to make cardboard guides, page long, one-column wide, of proofreading marks. The idea is to have students vie with each other to see who can throw away the crutch first.

File It:

One device to eliminate the devastating experience of losing that story which just filled the hole in the paper is to house the materials in manila folders. If the classroom laboratory period is in operation, each week a different student might distribute and

collect folders. They may be stored in the room along with well-marked scissors, dictionaries, paste, and sundry supplies.

Double The Credit:

If your group is laboring under a point system either for class credit or advancement on the staff, give double credit for unassigned stories.

Clean Up Time:

One of the musts in the journalism class is to leave the working area tidy if for no other reason than to shy away from having Denny's slacks glued to the seat next period. Five minutes before the bell to end the period, and while a discussion or activity like spelling has been planned, one of the less vociferous students may gather the scraps. Or if the lesson has been unusually vigorous via supplies, the whole class participates in the clean-up.

Class Evaluation:

We like to test on our own teaching occasionally and one technique we can bring into play is to ask the class what they thought was effective. For example, if you want to gauge your testing program for one reason or another, ask your class which was the "best test." Which test was most difficult? Which seemed fairest?

At the end of several units of work, ask them which unit they enjoyed the most. Which unit was most beneficial? Where, besides their own newspaper, do they feel they will use the experiences you gave them?

Keep A String Book:

Into the string book have the students paste their printed gems, telling why some of the stories especially pleased them. Let them criticize other stories. Many advisers have students paste the copy of the story along side the printed version, vividly showing the amount of copyreading done on it. Many publications teachers grade the amount published and average this grade with the others in establishing the semester or six weeks grades.

Dinner For Eight:

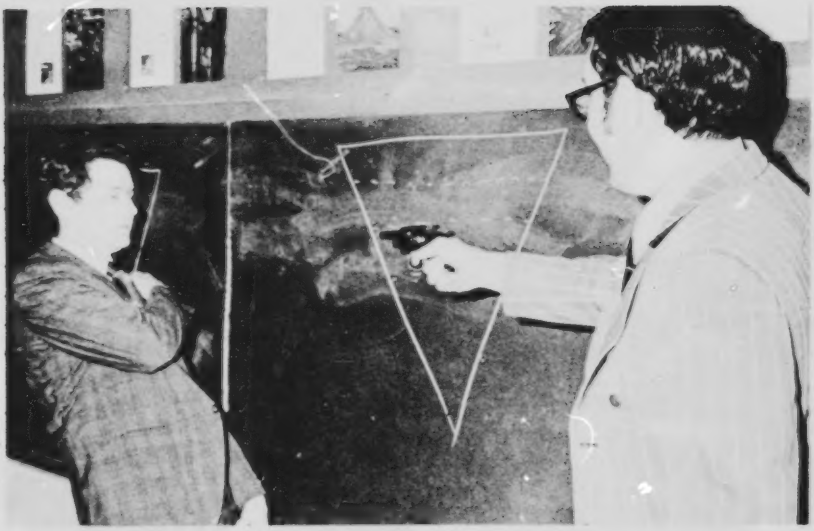
Replacing that weekly news quiz, try the group at composing a dinner for eight made up of a number of public figures. Have students justify choices and exclusions.

Recognize Propaganda:

Devote at least one of your lecture hours to propaganda devices. Call on the social studies teacher and also write the U.S. Office of Education, if you feel a little reluctant to teach this lesson because of scarcity of material.

Learning To Meet Deadlines:

Every journalism teacher should set up strict requirements from the very first day to get students in the habit of meeting deadlines. Some advisers will not accept late work, emphasizing this philosophy by throwing late copy into the waste basket before the dazed eyes of the students. Drastic, perhaps, but several report it is a never-failing device.



The making of a news story.

Adviser Shot:

About the middle of the newswriting unit the adviser is regularly shot by an angry student who bursts in the room from the hall, starts an argument and fires an odd number of shots at the adviser from a previously concealed cap pistol. The adviser falls to the floor as the student leaves the room.

Amidst gasps the adviser rises and tells students to write everything they witnessed.

Name The Sound:

Call on the dramatics or radio department in your school and for a period or part of a period, let these departments duplicate various sounds with the object of having your group use the exact word or words to describe them. After each demonstration, check the best words used.

Telegram Writing:

To help your students get in the mood of condensation, let them write telegrams of ten words or so. This might be an excellent introductory device.

Discovering New Words:

Give short work-out periods on listing synonyms for some of the tired verbs; win, hold, present, give. This is an ideal spot to introduce use of dictionary and the thesaurus.

Catch Them Young:

"Catch them young and rear them to suit yourself" might well sum up the idea of accepting several junior high or freshman

students who exhibit energy for newspaper life before they are old enough to take journalism. Often they develop into capable editors.

Lab Day:

We're for it!

So much of the life-line in publishing your paper depends on adviser-student planning.

The day preceding the laboratory period ask each student to write on slips of paper easily distributed and collected, any loose ends on which he needs help or time on which to work. For the laboratory day tomorrow make a brief but thorough plan including everyone's name. Utilize the time to get that spelling out of the way, the headlines written, papers returned, bulletin boards changed, books checked in or out, re-writes completed, phone calls made, copy read, notebooks brought up-to-date, and include other miscellaneous but pressing problems. The desk is cleared for a fresh start on a new unit.

The adviser must remind himself to circulate freely about the room, checking, helping, prodding, or advising. At the end of the period have class briefly record their accomplishments. This gives you enough rein to control future lab days.

Making Better Readers:

In a questionnaire the first day of journalism class ask what features of the local paper are read, how often, and in what order. Ascertain also the approximate reading time of each newspaper feature. File these questionnaires until spring.

In the spring let the English department give a similar test with different questions in a new form. Compare results of the two tests. Did your class help them read more widely?

Post New Materials:

And....let the students do it. They might want to display errors they have found, do a bulletin board on cartoons clipped from magazines covering journalistic subjects and saved over a period of weeks, they could display well-prepared copy, post neat notices, display unusual headlines, etc.—the list is endless!

Train Replacements:

Do not neglect to train replacements for next year. You will have to put out next year's paper with them. One recommended way is for each key person on this year's staff to select—with teacher's help—his successor. Then he is responsible to help train that person.

Students Grade Themselves:

Once in a while have students grade themselves. They are graded on: (1) How well they have done work assigned, (2) their promptness and accuracy, (3) their willingness to do any type of job, and (4) their initiative in going out and getting stories not assigned to them.

Bet A Coke:

Keep a standing bet with proofreaders and copy editors that you can find errors when they have finished. Bet: one coke per error.

That Opaque Projector:

Several sponsors of mimeographed issues use the opaque projector to point out current mistakes and as a graphic example of pointing up praiseworthy work as well.

Using Extra Galley Proofs:

Save the third copy of the galley proofs that the printer makes on the last two issues of the paper, along with the copy. Use these for the following fall to teach proofreading. Also do this to teach reading of page proofs—have printer pull an extra copy of page proofs of several issues.

Grade For Errors:

To strengthen the English asked of journalism courses, require students to correct every single error in mechanics that they make on their papers. If needed, even require the writing of rules. Require, too, that all poorly-constructed sentences and poorly organized paragraphs be rewritten. Give no credit on the paper until it is perfect in mechanics and contains no extremely awkward constructions. Grade the paper, record grade, but count the original graded paper as a zero unless the paper is returned properly corrected. By encircling the original grade for corrected papers, you will be able to count all uncircled grades as failures without involving hours of grade book and paper work drudgery.

Stylebook—A Must:

Be there an adviser with soul so dead who never to himself has said, "Something should be done about the editing on this paper." Editing a newspaper without a stylebook compares to touring the United States without a road map. Get a stylebook. Make one if you have time on your hands; buy one, if you don't, but get a stylebook. Then see that the students use it.

All mistakes in style which slip into the paper should be called to the attention of the staff.

Individual Spelling Lists:

A spelling lesson may be scheduled after each issue of the paper. Classmates sometimes groan at their illiteracy and thoughtlessness when they realize the time wasted, and the money wasted to correct mistakes.

One adviser keeps an individual list of misspelled words for each student. Once each six weeks or oftener each person is called up to spell his words. This method may cause some students to consult the dictionary more often.

Smith Or Smythe?:

Misspelled names continue to be a stumbling block and frequently students see no need for any checking, for they are certain they can spell Charlie, John, and Smith. Have them jot down the names of all other members without any consultation in class. It isn't John; it's Jon. Well it's really Charley, after all. And...it's Smythe!

Include Impersonations:

Members of the class impersonate in a publications banquet the retiring editor, who makes a short speech. Others

represent the main speaker, the adviser, the principal, or invited guests. Use topics that include the history of journalism, points of interest in the local newspaper, radio journalism, or opportunities in journalism.

What is group experience? They prepare research speeches, deliver them, make introductions, ask questions, take notes, use direct quotes, and write the story. Other experiences will vary according to the group performing.

Formula For Assignments:

In teaching the news story you might use the following formula:

1. Assign stories
2. With no justice and much arbitrariness send student back for more facts.
3. Have him rewrite.
4. Do not be too generous with good grades.

Checking The Facts:

Use an 8½ by 11 sheet with some questions printed on the right side and space on the left side to paste a story from the paper. The sheet is directed to the teacher who was closest related to the story. The questions would ask if the story was accurate, etc. Space would be provided for teacher comments. Such sheets keep staff members on their toes and also lets the faculty know the newspaper really strives for accuracy.

Individualized Newspaper:

As a culminating activity for the year's work why not have each member of the journalism class plan a four-page newspaper. Project includes (1) preparing an "assignment sheet" for each page, including all stories, cuts and headline directions, (2) writing the lead story with its head for each page, plus an editorial, (3) laying out ads on the last two pages, (4) preparing a dummy sheet to show makeup of each page. About one week is devoted to this activity. Grading is on the basis of observance of journalistic principles, good judgment in selection of story ideas and display given them plus originality and neatness.

Instant Recall:

A must for good reporting and a must for our general teaching objectives is development of a keen power of observation. An awareness may be approached in numerous ways, but there is one technique: Plotted in advance, a student (not a member of the reporting group) comes in and says a few words to the teacher, who makes sure that each person in the group is observing. Follow this by asking the reporters to write brief, descriptive paragraphs of the visitor. Each participant may be called on to read his work, while the class compares it with the live model. One point might be given for each correct characteristic.

As a follow-up and on another day, two successive messages may be delivered by two volunteer students and the entire activity repeated.

Plan A News Hunt:

At the conclusion of the news unit, plan a news hunt similar to the scavenger, posting clues of the

stories about the room and in the hall or office if this arrangement is mutual. Agreed in advance, the students scamper back to the room as soon as they have the necessary information, and they utilize the remainder of the time to write the story. All must return to room after a given amount of time. Who found the clues first? Who completed the story? Who has the best story?

Interview By Telephone:

Experience is the thing, and to make certain that all understand the importance of securing information by phone when it is impossible to schedule a personal interview, give an assignment designed to use this instrument exclusively. Check on things like—names of adults or students called, length of conversation, questions asked, and difficulties encountered. Staple or paper clip this information to written story. Evaluate.

Know Your School:

With the idea of motivating for keener observation give a short 10 to 20 point quiz covering well-known points of interest about the school. For example: "Quote what is written over the entrance to the building."

Interviewing By Mail:

When studying interviewing, plan as a final assignment for your scribes the interviewing of an adult whom they do not know. Those in smaller schools may arrange to have their students interview strictly by mail, providing they query the interviewee first. Caution: Check carefully the topics and questions being asked by your students.

Descriptive Writing:

In a short, snappy paragraph key your students to describe a mutual place of interest: the gymnasium, the cafeteria, the entrance to the building, the landscaping, the office, or a similar room, and then collect these descriptions for temporary filing. Arrange for an on-the-spot written description of the original selection. Return the filed papers for comparison and analysis with the second, more accurate, writing. This technique might motivate for better note-taking as well as striking at an awareness of need for accuracy in observation.

Throw A Party:

Have you searched for a way to reward enterprising staffers? Is there a sagging interest problem among your writers? Can you remind yourself that you are really not tired? Here is an idea to tackle: "Throw" an unannounced party for all members who are on an honor list. (Your journalism committee has a tally of deserving students). Names may be on the list because you and your committee recognize reporters who have handed in stories on time and have conjured up an unusual amount of good copy, sparkling heads, and staffers who have rendered service beyond the call of duty.

Call On The Hams:

Most teachers are ham actors of

Student editors can gain important experience and information by meeting with the school's principal on a regular basis to cover story ideas.

one sort or another, but they rarely admit it. Rather than expose our cards a student from the drama class can substitute for our lame hand in the act. Invite that person to impersonate a famous personality and have the class ask questions to obtain the interview story. Questions should be worked out in advance of this class visitation.

Along with this idea students from speech or debate may be asked to give five minute talks. Journalism students will get needed practice in taking notes and writing that speech in class.

Community Wise:

Need an idea for makeup work or for the student who wants to earn extra credit? You might give a whirl at a scrapbook project containing news about your community or school appearing in the daily papers. In order to raise the six week's grade one step, you might require 50 such stories and some type of summation or oral report.

Find An Artist:

Put that artistic person to work by appointing him art editor. His job would be to select the articles to be enlivened with photographs and cartoons, and he would make actual suggestions for the composition unless there are several working with him. He may even do some line drawings.

Staff Rewards:

Everyone likes a pat on the back, and you can give that needed pat in the form of a by-line. Keep the by-line as a reward and encouragement.

Responsible Editing:

Fix responsibility for editing and see that everyone knows who is responsible. Student criticism often makes for reform.

Color It Correct:

A blue, red, green, or black pencil is selected by one of three or four copy readers. Each reads copy and also proofs, initialing page or galley. This method shows adviser and student who needs to be a bit more careful in this work.

A Motto A Week:

To add vitality to the blackboard and an added teaching device, print a good motto or a relative statement pertinent to journalism. Examples: "News like eggs must be served when they're fresh," "Who can expect a ship to come in if he has never launched one?" "There are no dull subjects, only dull writers."

Or—here's material to keep your blackboard alive for three weeks, using one idea per day:

1. Reporters: Be as resourceful as possible in ways and means of obtaining news.
2. Be tactful. Make previous arrangements for interviews with teachers.
3. Have paper and pencil with you and take notes—use shorthand or your own system, but be accurate!
4. Be sure to spell names correctly.
5. Think of questions you can ask. Go prepared with possibilities of a story in your own mind.
6. In reporting meetings, get a copy of the program beforehand if possible. Get facts from a person in authority.
7. Show interest in everything said by the person whom you are interviewing.
8. Use the telephone directory, school bulletins, or any available material from the high school office to verify facts.
9. Follow a story through to the end, as long as there is news interest.
10. If there is any doubt about the propriety of a story, check with the editor. Use good taste always.
11. Every mistake you make hurts someone.
12. Remember the importance of good manners.
13. After writing the story, let the teacher whom you interview, verify all the facts, statistics, and names before you turn in your story to the editor.
14. A responsible staff is never censored—it censors itself.
15. It is your responsibility to type your story and have it free of errors.

Define A Newspaper:

Because beginners will usually have only a limited knowledge of the obvious big headline stuff, the funnies, and a smattering of sports items, several teachers suggest dividing the journalism group into committees to browse through newspapers by pages and to poll the total information to get a workable list of contents.

First, we are training alert consumers of the daily press for the future; and second, we are trying to develop the best in our young writers.

If the teacher wants the class to delve further into the contents, student committees may compile the percentage of space devoted to each of the different types of writing.

Checking on Others:

Encourage each student to look for mistakes in the newspapers he reads. If it is a glaring error, post it in a scrapbook or on the bulletin board. Example: "Miss Surface and Miss Rice Wed Lambdin Brother at First Methodist Church." Or this one: "She complained that the fall hurt her somewhat."

Enough errors may be gathered to have a half hour of fun the day before Christmas vacation.

Issue One:

An excellent way to introduce your high school paper is by having an edition on the first day, and again on the first day of the second semester.

Staff members come during the last two weeks of summer vacation each year to get the paper ready. They enjoy "being in on the know," and they work hard. They also get the newspaper office ready, get the files and cuts in order, and do all the things that advisers know need to be done before school starts.

The first edition includes all the information which students need to know in order to enroll on the first day. Listed on page one all students find names of their counselors with the numbers of the rooms in which they will register their advisees. They also find a story about new faculty members along with their pictures.

Page three is also devoted to the schedule of classes with room numbers shown. There are also stories about activities tickets, book fees, lockers, first football game, important activities of the coming year (including football and basketball games), and the program for the first convocation.

The first issue always contains the name of every student in school, too, which makes it ultra-valuable.

No "first-day-of-school" issues are alike, but each is carefully planned by the new staff. This issue gives the editor a splendid opportunity too, to see his staff at work and in action and make necessary shifts and adjustments to get everything in readiness for the school year.

Write Right From The First Day:

Print on the board the words: "LESSON ONE." Underneath this draw three rectangular boxes big enough to house the following words in this order: "CLEAR," "CONCISE," and "ACCURATE."

Lesson One: Clear, Concise, Accurate.

Below these three boxes write one sentence: "ALL NEWSPAPER COPY SHOULD BE CLEAR, CONCISE, AND ACCURATE." Discuss the meaning of each word and expect the class to be able to repeat and apply it any day during the ensuing weeks of the semester. It works!

Build A Name File:

A name file, compiled at the beginning of the semester, is used for accurate spelling, handy phone numbers, and further used for recording data on students for later use to build feature or column copy.

After each issue check the names used, recording date also; select new names and weave into features, column material, or featurettes. If the size of your school permits, let staff boast each student's name will appear once during the semester or year. Offer a free meal to students whose names do not appear. Just for fun and publicity, purposely omit two or three names of teenagers and join in the fun of feteing students to free meal.

Teacher Interviews:

Faculty members who have done interesting things may be requested to visit journalism class for an interview by the group. This device will operate as effectively for columns and features, too.

Graph It:

In order to keep a balance among the various departments, keep a graph where the number of column inches are recorded each week. Using this method, anyone can see at a glance which departments are being over-emphasized and which ones need attention.

Literature In Writing:

Integrate literature, what they know, with what they are in the process of learning. To initiate students to see the contrast between news style and literary style, ask them to read **The Wreck of the Hesperus** and rewrite it as a newspaper man would after the discovery of the body of the skipper's daughter. The finding of the body after the draining of the pit in **Silas Marner** is another example that you may use. Most students are exposed to Shakespeare in one form or another; select excerpts from these classics.

Save On Picture Costs:

Paste four or more pictures (depending on size) on a large sheet of heavy paper. Leave about one-half inch between each picture. Have your printer shoot all pictures at the same time. Where before you were paying for separate shots this way you will be paying for only one. Once the printer is done have him cut out each picture. For quality work be sure all pictures are about the same contrast.

Getting Started:

Big Rick queries: "Say, when are we doin' some writin' in here?" Get set, the readiness peak is upon us.

Without preparation on the part of the class let them list news stories they might write for immediate release if they were alloted time to collect notes and write same. Next step: Have a student list some of these suggestions on blackboard. Now ask them to evaluate their news worthiness. It will probably develop that a great many are loaves of stale bread, but by a process of elimination let class members choose several possibilities and select one which they will use as a lead on story for the following day. Are they ready for writing copy?

Testing For News Sense:

Use a 20 question true-false test for measuring the beginners' sense of news. Try them on such questions as "The President will speak tomorrow," "New attendance forms will go into effect next week," "Santayana wrote **The Last Puritan**," "Jane DeVall attended Girl's State a year ago," "The bell for classes was out of order yesterday," "Ten students cut classes to attend movie," or "A second year of typing will be added to the curriculum." If you do not use a true-false test, discuss under

what situations the set of facts would be news, if at all.

Assignment Competition:

Just to keep the staff members on their toes, try assigning a story to both the journalism class and to a staff member—use the best one. The class will want to compare the rejected story with the printed item. In what way was one superior to the other?

Concise Leads:

In pointing up an exercise in good lead writing when most of your approaches have failed, try this scheme: Distribute to each student, a post card, having him address it to a friend in another town. "Tell this friend in not more than three sentences about the event for which you have been writing the lead." They will write concisely, forgetting about the difficulty of moulding that lead according to memorized rules aiming at just what you have been teaching: brevity and explosiveness of vital fact.

Teaching Aids:

Why not get the "spoils" of your city paper to use in class? The best way to learn to write is by writing, but reading the daily newspaper is the best way to evaluate news. The circulation manager of your newspaper will supply you with "spoils."

Make An Ideas File:

Why not keep an ideas file compiled from exchange papers? What goes into the file? Make up ideas, suggestions of news, features, columns, ideas to make money, striking sports page techniques, or makeup ideas are helpful. If this idea is used in the classroom, some device for periodic checking of the files should be included. Eventually the best ideas may be retained and filed in the staff room where both sponsor and student may refer to them when the bottom of the barrel for story ideas has been reached.

"Did You Know" Quiz:

What are ears? What is flush? What is a banner? The answer to these questions and others may be arrived at while studying newspapers. Perhaps the class may need a few minutes of each period to bring out unique points of their papers. It might be fun at the end of three or four days of this activity to pop a "Did you Know" quiz made up by a student committee. The spelling-bee type of oral quiz or any of its varieties fit well into this activity.

Ring Doorbells:

Use a committee of local citizens and students to work out topics of local, national, and worldwide interest for a community polling process. The resulting experiences and story possibilities seem unlimited. Carefully and thoroughly instruct the group in house-to-house interviewing techniques. If you live in a metropolitan area, you have an additional planning problem of mapping the city.

Newspaper Evaluation:

In examining newspapers over a

period of time, your students will work out their own set of criteria for evaluating each newspaper's worth, but until they are experienced in this activity, you will want to give them some guide signs along this road. Some from the following questions will help them to do the assigned project more systematically.

In a report of any sort they will want to include: Name of paper, motto (if any), where published, frequency of publication, circulation, cost of subscription, editor, or owner.

1 What seems to be the paper's editorial policy?
2 Does the paper "slant" its news or editorials? If so, can you tell toward what?
3 Is the paper easy to read?
4 Does it have a table of contents?
5 Are the same features printed in the same place every time?
6 What percentage of the paper is advertising? How much is classified, entertainment, local, national, or general?
7 What percentage of the paper is reading matter (nonadvertising)? How much is international, national, state, local, feature, or miscellaneous?
8 How much of the news is crime, political, general, social, sports, financial, or miscellaneous? If there seems to be over-concentration of any type, what is the reason?
9 How much of the feature side of the paper is devoted to comics, pictures, household, editorials, syndicated columns, art or miscellaneous?
10 Why or why not would you subscribe to this paper?
11 In general what did you like or dislike in this paper?

You may want to work out a duplicated form to have the students test their papers on Monday and Wednesday or Wednesday and Friday of a given week.

Pasting It Up:

For paste up jobs, put your rubber cement in an oil can (pressure on syphon). It keeps the cement from drying out and helps put it in the right places.

Examine Out-of-State Papers:

If this project is undertaken, a student may obtain a list in advance of the metropolitan newspapers through the librarian. Ask each student to write for an out of state newspaper. Sending for these publications also involves making provisions for including postage in each letter, a central place of return address, and the date of the newspaper desired. These newspapers should be stored and later clipped for notebooks, or they may be used for a bulletin board or hall display. Some classes may want to treat high school papers similarly getting a list of top newspapers from the scholastic press association.

Testing For Appreciation:

In testing for appreciation and

general reading interest toss out as bait these two questions: (1) How does the newspaper or newspapers in your town contribute to raising the cultural level of your community? (2) How do you explain the fact that more newspapers are circulated daily than loaves of bread?

Beam Club Awards:

A clever idea to add the spark to a publications banquet is to give "On the Beam Club" certificates to teachers and students who merit this honor. All "On The Beam" members sit at a special table at the publications banquet. They merit the award by votes from staff for any outstanding accomplishment.

Communicating Intelligently:

After basic terminology is mastered, keep a "watch dog" attitude to enforce use of certain basic terms that are to be used repeatedly with printer, editor, etc.

It's Friday:

For a part of the period each student is asked to select one well-written or unusual article and to present it to the class each Friday. Its location in the paper, the type of article, and the analysis of why it is good are to be included.

Save Cutting Time:

Use adding machine tape (it comes in all sizes and width) to type the newspaper copy on if you have an offset paper and paste up the dummy.

Staff Directory:

Make a mimeographed staff address and telephone list for easy communication during out-of-school hours. It's thoughtful to include birthdays too.

Individual Mail Box:

Make sure that all staff members have individual mail boxes so that they may receive communications from the adviser and other staff members without fear of the messages being lost. Mail boxes are fairly easy to make and most shop teachers would be happy to give the job to a student as a shop project.

News Tips:

At least once a week have students turn in news tips. Students might be given points for all news tips used by the editors.

Extra Work:

Every student is required to write an editorial or feature story every other week. This gives the newspaper a good backlog of stories and occasionally a good story.

Learning To Copyread:

As part of the copyreading unit, try your students at correcting one round of exercises typed by the students in typing class. If desirable, arrange with the typing teacher to have the materials returned to her group after they have been copy read by journalism class.

Cropping That Pic:

By saving pictures that have been discarded because of slight

flaws or pictures that have already been run in the paper, you will have enough to show students how to crop a picture.

With these same pictures the group may want to explore the possibilities of making a publicity booklet for the school.

Use The Wires:

Experience and a variety of it is the thing! Expose the student to the wire services. Also, most town papers will supply your class with wire copy to be edited for whatever purpose you may desire.

School News Bureaus:

Several students operate news bureaus. The material is assembled and mailed to various news media. Students do typing, writing, and duplicating of copy. In gathering stories it is suggested you give each teacher or organization head a pad of forms for this purpose.

Calendar Girl:

A Florida group promoted a contest to select the twelve loveliest girls in high school as calendar girls with any organization or individual eligible to enter a candidate.

A local firm was interested in sponsoring the calendar and provided the adornments representing the particular month the girl was dressed to symbolize. Did they sell the calendars? Of course, they did!

Utilize All Talent:

If you have poor writers on your newspaper staff, utilize their other capabilities in some other way such as exchange editors, making a picture file, making a morgue, etc.

Keep A String Book:

Require all student staff members to keep a "string book" which includes all material that has been written plus material that has been printed in the newspaper. Stress to the student that this becomes their personal portfolio of recommendation. It is also a handy aid for the teacher when it comes time to grade the student.

Tape It:

For those people who complain that they are never quoted correctly—tape them. It promotes accuracy and diminishes complaints.

Condense It:

Duplicate for the class some material that is particularly verbose, lacking in punch but nonetheless newsworthy. They are to condense the article into two or three sentences. This illustrates the adage: "If I had more time, I could have written more briefly." It serves also to illustrate for them the fact-filled paragraphs of many columns.

Classroom Humor:

Do an assignment in which your scribes pick up funny stories from their classes. You might give them a week. A word to the class: "Remember every time you hear laughter in the classroom, there may be a printable story to share with your readers."

Recruitment Time:

Have each English teacher recommend students who have done an outstanding job in English and who may be interested in journalism. Call these students in individually or by small groups and explain to them what goes on in journalism.

Conduct A Writing Contest:

Conduct a writing contest with other high schools in your district. This is the method used: The contest is conducted each semester with the results tallied at the end of the year when winners are honored at a banquet. Categories are: General excellence (best newspaper), individual effort (writing, page makeup, photography, cartooning). Judging is done by the local newspaper. It stimulates students to produce a better newspaper and it recognizes individual achievement.

Corridor Comments:

Have students turn in five corridor comments each week. They are newsy but not sufficiently newsy for front page copy.

Alumni Quotes:

Print quotes from visiting alumni or print quotes from some of the visitors to your school.

Good Picture Source:

The adviser who finds it difficult to get good sport pictures for publication might contact the local town or city paper for shots they have taken. Their discards are sometimes good picture sources.

Inexpensive Fisheye:

To get the effect of a fisheye camera lens on a tight budget, you might try using a round mirror similar to the type that is used in supermarkets or large stores. By aiming the camera at an angle into the mirror the photographer can get a panoramic view in a circular format.

Press Kits:

When the school's basketball team made it to the state tournament, the newspaper staff worked up a press kit for the reporters from each of the local media. Included in the kit were mimeographed copies of the past season's record, team photograph and identification material, ideas for features and color sidebars, etc. This might be a good project to use at the beginning of the sports season for large schools.

Something New For Holidays:

It is a real problem to find a new and dressy approach for the Christmas or Easter editions of the paper, but rather than tell the traditional story of the birth or crucifixion of Christ, try this blanket assignment in your teaching: Assign an eye-witness news account of either of these two. Or—use a feature story on the impact on human emotions by these events. Or—interviews with prominent Biblical characters present at either happening could be used.

Librarian Can Help:

Occasionally the aspiring journalist will need to do research of one sort or another. Sup-

plementing newspaper office files, which the adviser has already explained, let the school librarian give the student further help on what she might have in the library, and let her help plan an exercise in which journalists use the material on hand.

Play And Movie Reviews:

If it is possible, take the students to a matinee performance of a touring group. Make arrangements for them to attend the high school junior or senior class play. Read reviews of plays. Give them experience in the writing process. The same can be done with movie reviews. Select several movies from local audio visual sources. Have students write the review the same day, if possible

Checking The Writer:

Exchange finished stories in class and have the writers become copyreaders as they do just that to each other's work. A story on an assembly program is an excellent starter because group checking of facts is expedited.

Staff Competition:

Have two people on the staff write the same story. Then use the better one for the paper. This makes staffers think twice before writing a sloppy story.

Working Under Tight Deadlines:

It is hard for average high school students to realize what it is like to work under tight deadlines of the daily newspaper. Advisers might give the students a sample of the "real thing" by setting up a daily newspaper for one day.

Contact the daily newspaper for wire copy that is filed by the wire services. Hopefully the newspaper will donate most or all of the wire copy for a particular day. Divide the students into departmental staffs and start to work.

With this mass of wire copy, students can sort and edit copy. Once this is done editors can dummy pages and headlines can be written. Once all pages are completed the staff can go over them in class pointing out possible places for improvement, changes, etc.

Makeup Practice:

Issue an old newspaper to each student and have him construct an assignment sheet from it. Using this assignment sheet (newspaper put away) he then makes up a couple of half-size pencil dummies from the assignment sheet. After these are approved, he chooses the better, cuts out the stories from his newspaper and pastes them up. He can vary heads from regular schedule and carry out minor changes necessary to achieve the makeup he desires.

Assignment Notebook:

Display a loose-leaf notebook in a prominent position and make it known to staff and class that anyone can write his idea for future story assignments. Sign suggestions.

Practice Makes Perfect:

Have your beginning class cut and paste up an eight-page booklet on a particular locality, using pictures from magazines and

writing their own heads, copy, and outlines.

Evaluation Duty:

Assign "Evaluation Duty" to each staff member. Each student studies several copies of exchange papers, rates them against a list of criteria and gives an oral report to the class. Many good ideas can be picked up from this process.

Apprentice Editors:

A three-month assignment is given in advance: Each journalism student is to write an entire four-page school paper. The paper must have an original name, a particular date, a masthead, a news page, an editorial page, a feature page and sports page, plus five inches of advertising. All stories must be typed into the columns with printed heads. Pictures are either hand drawn or described in detail. Periodic check points are established so that no one will try to do it all the night before it is due.

Clip Board Pass:

Use a brightly painted clip board to give staffers when they are out covering an assignment. It serves two purposes—as a pass from the room and as a board to write on during the interview.

Planning By The Calendar:

Keep a future book which includes all items from the school calendar. In this way editors have plenty of time to assign writers to cover various stories they will want written.

Selecting The Best:

Glass case articles are the goal of all staff members. The idea, borrowed elsewhere, is quite effective, however. After the paper is published, the editorial board chooses the best editorial, news story, news feature, sports story, lead, the story with a variety of paragraph beginnings, and headlines, pastes them on sheets of paper, and writes beside each the reasons why it was so honored.

These journalistic examples are posted in a glass wall case, made especially for this purpose.

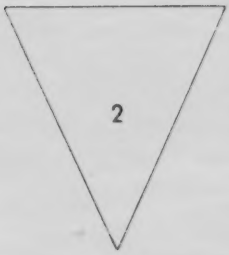
Later the examples are pasted in the student's string book.

A Line Chart:

To inspire all staff members to write, a line chart is posted on the bulletin board. As each issue of the paper comes out, use one copy as a "sign up" newspaper. Staff members sign their articles and count the number of lines. This information is then listed on the line chart which is posted in the news room. Students will find it a challenge to see who can get the most lines per issue.

If I Were Editor:

Sometimes the beginner will have all the explosive exuberance required to run three or four departments of your paper. Harness that vitality wherever you can. Welcome his ideas, turn them over, examine for usability. Students may write a paper on "If I were editor." They know in advance they will have this assignment, and they seriously search for ways to improve their paper.



Feature Writing

"I thought in feature writing I could write the way I wanted to," Richard tells his teacher after the fourth rewrite and the fourth rejection of his story by the newspaper editor. Now begins the difficult task of teaching Richard how to write a good feature.

In this section experienced advisers suggest ways of teaching feature writing and offer suggestions for feature assignments. Certainly there is a place for Richard and students like him on the newspaper staff. An alert, patient teacher with fresh ideas can do much to help young writers like Richard.

From Many Angles:

While it lends itself to almost any type of journalistic cooperative writing, this idea is especially recommended for research features: Divide a big subject like building a new community post office into as many parts as possible. Let the group work in pairs to gather notes on their division.

During a class meeting work out a lead together on blackboard. Fit different sections together or duplicate all the notes gathered and let each pair write own story.

Getting Feature Ideas:

A discussion on "How do you think we can have more worthwhile material on the feature page?" is worked up. The idea of "Let's Talk It Over" will start the

ball rolling. In one instance a student suggested that subject of more lasting value be used. "Like what?" And the response to that one was "Civilization." Then the adviser pointed out the disaster of attacking from all angles at once and that just a part could be used, like: art, language, culture, or custom. The seed was planted, and the group went on to develop a series of features, getting much help from some foreign students.

Fifty Beautiful Features:

Assign a list feature of 50 feature suggestions to each journalist. In striving for 50, they undoubtedly hit on some ideas they can actually write and also build up a number of suggestions for future writers.

The Informative Feature:

Arrange in advance with the woodshop teacher (girls love it) or the art teacher to take the group on an inspection tour. Schedule the affair when the teacher in these departments can be present to answer questions. Instruct your writers to take many notes. Use best features or combine several potentials.

Testing The Feature:

Yours is a blessing if you have both journalism class and trained staff. Require features to be in as early as a month in advance of publication and use the journalism class as guinea pigs. Upon examining the reactions and listening to the favorable comments, you may feel that the feature is worth printing.

A Funny Thing Happened:

One of the stickler assignments is to find a human interest story. Ask your journalists to write as a class assignment a short account of the most humorous incident in their lives. This technique may result in perfect human interest stories and a supply to last the whole year.

Today's Remark:

Alert each person to be on the lookout all through one day for a remark that might have great future possibilities. The following day have each write his remark with the possibilities of development. Caution: Warn class of the dangers of obnoxious eavesdropping—be discreet.

Look Around You:

As soon as possible after the period begins, ask class to look around for possible feature copy. Think!

"Do you have an interest in natural history, Miss D.?"

"I certainly have!"

"Then come to the window and look out at the river; there are three fine white swans there." Swans? Ducks? Geese?

While not every school has a river on which swans or geese conveniently float by just at feature time, this illustration points up that feature ideas come rapidly many times by asking the class to look around them now.

Scan The Exchanges:

As often as you need to, distribute exchange papers and plot class time to browse through

them to note subjects for features that may, with alterations, be incorporated in your own paper. Caution: Do not copy!

Sleuthing For Features:

Sleuthing for feature copy can often be exciting. Send the students out of the comfortable confines of their classroom, having arranged in advance for the group or in teams to search the building hall by hall, cafeteria, office, auditorium, and any unused classrooms. They are to list as many possible feature ideas as they can. Near the close of the period, return to classroom to discuss, vote, or write further. Assign features.

Column Writing

So everyone on the newspaper staff wants to write a column. When this occurs someone must decide what columns will be included in the newspaper and who will do the writing of these columns. Column writers should be selected as carefully as a new superintendent for a school system or a bank president.

Student columnists must realize the space they wish to fill belongs to the readers, not to one person. Therefore, caution the writer that he must write for his audience. Stress that it is his column and that he may write whatever he wishes as long as it is within the guidelines set by the publication's editorial policy. Caution the writer that since his name will appear on the column he will want to spend time making sure it is exactly the way he wishes it to appear in the newspaper.

Offer your help but do not interfere with the writing. Be ready to offer constructive criticism once the column is complete. Win the respect of the writer and relax.

Define A Column:

On a selected day give the journalism students a minute to define in writing and in their own words what a column is. Their definition may be better than the one in the book! This exercise, of course, must follow some discussion of a column.

A Garden-Fresh Salad:

Urge the columnist especially to keep his copy crisp and fresh and to include the right dash of originality. He must avoid imitating the style of a former writer. To help achieve this recipe, let the writer check these ingredients:

1 What purpose does the column have?

2 Is material directed to one clique only?

3 Does every word seem to count?

4 How does writer show originality?

Adjust the recipe to the taste of your school.

Gossip Column Disease:

The demand for gossip columns may show its ugly face, and if it does, fire with this ammunition: Select several papers splashed with this scintillating stuff (not recommended you read your own) and orally read in a tired voice the entire gossip column in each. Repeat this at short intervals for a short time. Sometimes the disease for poorly written items, often misnamed "gossip," will disappear.

Variety And Spice:

In the variety column, prescribe for the class the assignment of classifying various ways of breaking off from one subject to the next. They may be helped to develop an idea of their own, suggested by an idea they saw while studying already established columns.

Group Variety Column:

Write a group variety column by having each student on a given day contribute at least one suitable item. Write column as group or ask a good writer to finish column.

Material For Columns:

Acquiring copy for the column, like the feature, news, and other stories, probably depends enormously on the keen sense of that nose for news. Test the soundness of the statement by asking your fledglings to examine numerous columns. Divide the class into groups of five or six and let them read a selected column each evening for five evenings, keeping a list of the subjects in the column. Help the students to find the answers to these questions: Does the columnist seem to use the same devices for getting material that a reporter does? What are the devices?

Hotline:

An idea for a feature is called "The Hotline." It finds the answers to any question that the students may ask about the school. Answers come from authoritative sources and may include an occasional expression of opinion.

Behind The Scenes:

Just for fun, try a boy at writing girl's fashions.

When the home-economics department gives annual style show, be sure you have someone behind the scenes to cover the story back stage as well as out front for the society column.

Not So Funny:

Use only the funny stories approved by the entire staff as being worthy of a spot in the humor column.

Names Make News:

A neat opportunity exists in the column, and especially the variety column, to use many names. Devices like mentioning the tallest and shortest student as shown by medical files, the student riding the farthest to school, the first student to buy something from the school book store, the last student out of the building at a fire drill, or students with same birthdays are all usable items.

Interest Soars:

Hold reader interest by helping a clever writer select a pseudonym, write his column, and supply hints sparsely scattered throughout the semester in a column. In the last column identify by name or picture.

For Boys Only:

Frills, lace, teas, parties, and fads and fashions come as natural to the society column and girls as rain dominates spring. Why not give the boys something special to write and read? Include in this column their problems of financing dates, the family car, general sports items, tips on psychology of using telephone, and what the well-dressed boy wears to different school functions.

Everyone reads the column, of course. Who can write it?

Students can gain important insight and information by visiting with administrators on a regular basis. To save time, a photographer can be sent with the reporter to take pictures during the interview.

Editorial Writing

STOP! Before a staff begins writing editorials a good, workable editorial policy must be agreed upon. Failure to do this can only lead to a weak editorial page. Once an editorial policy is written the staff is ready to assume a leadership role in the school.

Short, lively editorials can do much to draw attention to a school problem. Well thought-out solutions based on facts can do much to strengthen support for an editorial campaign. Preaching to the reader can cause sure death to even the most worthwhile campaign.

The school press can and should be a powerful voice in the school. Vital issues such as improved curriculum, grading and student discipline are taking the place of campaigns for better school spirit. Alert high school newspaper staffs are certainly important leaders in the school community and a strong editorial page speaks well for the scholastic press.

Guest Editorials:

By having available contest essays written by students from all four grades, an adviser can help his editor bring variety to the editorial page. City groups, such as Chamber of Commerce, D.A.R. and A.A.U.W. organizations, may sponsor a contest in your town, the winning essay of which can be printed on your editorial page.

Administrator Speaks:

Some papers, both duplicated processes and printed, run editorial quips from administrators on page one. Others frequently invite the administrator to write briefly for the editorial page.

Getting Editorial Ideas:

To discuss democratically subjects at large for editorials is disastrous if there is no preparation. Let students write on blackboard or slips of paper five of the most serious problems confronting them in their school life. This will serve as a starter to build a list for possible editorials. One word of caution: if in the discussion they have nothing to say, keep still, for time and paper are valuable.

Reprimanding, Commending:

Some advisers use this technique to balance editorial coverage: If there is one "don't" editorial, there must also be a "do" editorial in the paper.

Reading A Must:

Select a day of each week when students are to read all of the editorial page in a mutually selected paper. Test, discuss, write other editorials on same subjects, or work up debates, or give a portion of an assembly program keyed to discussions brought out by this activity.

No Fact, No Argument:

For those controversial subjects take a firm stand: If there is no fact, no authority for viewpoints, there will be no editorial. An adviser might assign an editorial of this type to put across his point that much research is needed to amass enough fact, in many instances, to write even one paragraph of this type of editorial.

Idea File:

It need not be an elaborate file, but the idea is good enough to include in this section on editorials: keep a file of days to be observed and alert a student to make mention of these "editorial days" in the future book so that the article will be incorporated in the right issue of the paper. Staff may also keep a file of editorial ideas by the month.

The Negative, Affirmative Of It:

Create your own debating society on paper. Have two students write on different sides of the same issue. Or—have a faculty member and a student write the two editorials. Controversial subjects can be handled this way without involving the paper one way or another. For topics, if your students lack ideas, consult the list of debatable questions in any good speech book.

Tell A Funny Story:

For another type editorial, suggest your students start off with a funny story illustrating a point they wish to make.

As an introduction to this method the adviser might let them try writing a funny story in a short, to-the-point manner. Follow this with discussions, correction of copy, and assignment of an editorial of humorous content. Let them learn to poke fun at themselves for possibly screaming for a recreation room and lack of attendance in same when acquired; or let them place a humorous slant on any number of human conventions or customs.

The Writing Technique:

First follow this medication for acceptable editorials:

(1) First paragraph--the news peg; (2) Second paragraph, plus two or three more if necessary--the discussion of pros and cons; (3) Last paragraph—the call to action, the point, or the conclusion.

For the masterpiece, introduce the feature type editorial that depends more upon cleverness of writing for its interest. Stress the point of getting idea across before the reader realizes that he is reading an editorial.

Sports Writing

Few high school newspapers exist today without sports sections. Good sports coverage is more than publishing a story about the last football or basketball game. Sports editors realize the importance of including stories about all sports events including the school's physical education department. Sports features and columns are also important items that should be included on a good sports page.

Sports writing, like all other types of newspaper writing, takes practice. For this reason it takes more to be a sports writer than just being interested in sports. A good writer must be willing to go to games and take notes. He must be able to interview coaches who never seem to have time to talk. He must be willing, in some cases, to miss an after-the-game dance in order to write his story to meet deadline. It is the teacher's job to teach students how to write a good, colorful story that will interest the reader. This is not an easy task. But who says preparing students for any type of writing is easy?

Sports Assignments:

Assign each student in the class to get a story on the rigors of training. One might volunteer to interview the coaches. Others will volunteer to interview players—be it golf, basketball, tennis, football, or baseball. Sometimes the parents will have interesting copy, too.

"We're 20 Inches Short Of Copy":

Good sports writers do not overlook the opportunity to interview coaches and individual team members.

This remark is not really phenomenal between the seasons of the big sports like baseball, basketball, and football; it is so common that it frequently throws the adviser into deepest despair. In avoiding this hopeless abyss, have on hand some well-written features that may be set immediately. Try these ideas: camping, fishing, hunting, racing, leagues in town involving students of your school, recreation at the Youth Center or "Y", noontime recreations, swimming, or skating.

Rely On Others:

An alert sports writer can do much to get the cooperation of the "other" school in digging for copy by exchanging dope promptly and accurately. If it can be arranged, the adviser might plan an after-school meeting with the writers of the different schools.

From The Dressing Room:

Much of the color, the gaiety, the glamour of a game may be carried in the sports column or as a separate feature on dressing room scenes. What are the hopes, fears, the activities, the drama of the dressing room before and after the sports event?

Group Sports Coverage:

It is possible that the coach or players may be annoyed if an entire class attends a practice session; however, it is also very possible that coaches are willing to schedule just such a helpful activity. One of the team members or the coach himself can prime the group on what to look for. The observers will take notes, write pre-game copy, learn some of the rules, appreciate the strenuousness of practice, and supply copy for the town paper. If it is not possible for the group as a whole to attend, arrange for them to go in smaller groups, and by all means, see to it that your sports writers make practice sessions a habit.

Sports Coverage For Girls:

Girls will enjoy sports writing if time is spent in class on explaining the rules of the game. Liberal use of the blackboard is recommended in diagramming some of the more common offenses and defenses and team positions for play. Boys on

the team will enjoy drawing and explaining these for the class.

Snagging The Copy:

Exchange newspapers with sports writers of all opponents' towns. Subscribe for city newspapers in opponents' towns, or inveigle free copies during particular sports seasons.

Sports Writing:

Most advisers reserve the privilege of writing sports for the boys, and many additionally let the boy select the sport about which he wants to write. Turn the writer loose, and he automatically becomes somewhat of an expert in his field.

Specia. Issue:

When a high school basketball team won the state title, the staff seized the opportunity to put out a four-page souvenir sports extra on magazine stock paper, charging 25 cents per copy.

In line with this, tourney issues are good. Pictures, interviews, and past basketball records are the thing.

Send Several:

Send several reporters, instead of one, to the game, each hounding a specific job. It might work like this:

Reporter number one: Checks first downs made by each team, yardage gained and yardage lost, yardage gained by various types of plays, passes, and end-runs.

Newsman number two: Keeps track of the breaks in the game, fumbles made by each team and who fumbled and recovered, yards lost on various types of illegal plays, passes attempted and what happened to each passer and receiver, and men who knocked down and intercepted passes.

Covering Physical Education:

Since participation in the physical education classes is such a big requirement and since it involves so many students, there must be good copy in this department!

For example, the gym instructor has contests on dribbling a basketball, throwing a football or baseball. Those freak, humorous little incidents that happen in tumbling classes and dancing classes, the noise, the banter and the teacher's philosophy of physical fitness are all fine, fat features to help get more copy. Ask each class member to record a number of these events for a week. Pool resources and write copy.

Checking For Facts:

Occasionally it may be wise to drop a tidbit or two before press time into the coaches' mail boxes with a note that you would appreciate their looking over the copy. This helps the student writer keep on his toes.

Old Sports Not Wanted:

Do not serve "old" news in the sports column—we must get this across to our students.

A re-hashing of a game long-ago-cold is poison in getting readers attracted to the sports column. To help train the sports writer and to teach appreciation of the sports

Having your own darkroom provides excellent practical experience in photography for students and can speed up the process of ordering pictures. Local photographers can be helpful in securing equipment to get started.

column, sample the following: Allow the group to write a collective sports column, each contributing one good item. In this type of variety column, employ the method of group criticism and kick out the poorly written or re-hashed contributions.

First Issue:

For the first issue in the fall get copy by watching for unusual features to be played up, such as good work of individual players, good interference, long punts, sidelights on crowd, and condition of gridiron.

Know The Game:

In helping the students learn the game, the adviser might call on local athletes or writers to give informal talks. Follow this plan by a pop quiz to ascertain how much knowledge the group has of this particular sport. More than likely many advisers will not know the game as they should either. Here a simple but honest "and I didn't know either" attitude should be adopted by the adviser.

6 Newspaper Makeup

Even the best student writing may be overlooked if it is displayed in an unattractive way. Thus we come to page makeup or what the professionals call typography. Experienced editors realize the importance of good page makeup and work hard to display stories in such a way that the reader is compelled to read them.

Teaching students good layout techniques becomes easier when students have an opportunity to actually pasteup pages that they have designed. Old newspapers, scissors and rubber cement are all that are needed and the student is on his way to learning the basic concepts in good newspaper layout. Once the student has mastered the basic in producing an appealing page he is ready to design a page that can be used by the editors of the school newspaper.

The staff that has well-written stories displayed in an interesting and appealing way based on news value has a top quality publication.

Enveloped In Makeup:

Here is an exciting variation to the cut-up-old newspapers approach. Again from old newspapers, each student assembles a page plan which he does not paste down. He puts all the articles, pics, and heads, together with a few extra ones, into an envelope. Then students exchange envelopes and try to reassemble the page.

Learning Typography:

For a complete picture of a makeup, distribute to each person complete galleys of a certain issue before it is published. Then each student fits together the jigsaw puzzle to complete his idea of makeup.

Using The Print Shop:

When the student has a working knowledge of printing forms, setting of type, a clear vision of the printing press, and the general knowledge of his school print shop or the downtown plant, he is likely to execute practical makeup ideas.

Precede the makeup unit with a short one in which the print shop teacher is able to take the entire class to the shop for a general but short instruction period.

Make It Into A Poster:

Both original ideas in makeup and those charted from printed papers may be blown up on poster size to make a display or as a device to create awareness of different makeup features.

Chalk It On The Blackboard:

Save paper and patience with makeup headaches. Have the class draw actual size pages on the blackboard with chalk. That way mistakes can be erased. Also the whole class can tell what is going on at all times. Do not forget to

have the ad man block out space enough for advertising.

Column Display:

Sometimes the charm of a column leans heavily not only on style but also on individual makeup of headlines and body. Have the class duplicate on posters for bulletin display the unusual makeup tips of several columns they have found.

The Layout:

Get page layout sheets from the advertising manager of our local newspaper. Each class member is given one of these pages and additionally receives a page with display ads from a back copy of the same local paper. He quickly lists the ads he finds on the back copy, including column width and height of each. This information is exchanged across the aisle with another student whose job it is to arrange this group of ads on his blank layout sheet. The finished project is easily compared with the original.

Mimeograph It:

But of course show the students of the mimeograph paper the mimeoscope, the stylii, the line drawings, and demonstrate on the typewriter, or let a student demonstrate different devices of makeup.

Display Unusual Makeup:

It is good for one display at least! Pin or thumb tack to the bulletin board makeup for an unusual paper or makeup you want your staff to ponder about. Off to one side there will be a space to use cards or devices calling attention by written word to the unusual or interesting features of makeup.

Creating The Sports Page:

Just like the colorful games themselves, perhaps the sports page makeup may be a little more flamboyant, a little more noisy, a little more blaring than most other pages. As an exercise, let students check many papers for makeup ideas and let them combine as many ideas in good taste and striking appearance as they can. Some of this initiative will carry over.

The Penciled Dummy:

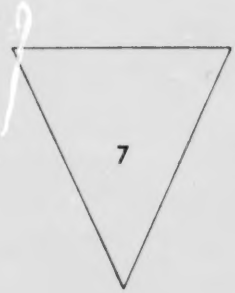
Each individual is distributed a blank sheet of newsprint upon which he draws a dummy, planning his layout to incorporate headlines, cuts, name plate, or advertising. Then he tests his makeup by cutting from old issues of any newspaper the stories of allotted length, heads of required size, and pastes or pins to dummy.

Using Leftovers:

Save papers from the previous year, then cut the stories apart and have the students work in groups and experiment with different types of makeup and layout. Display results.

The Tabloid: Size Limitations:

If you have not introduced the limitations to makeup at any other point, mention and illustrate the limitations of the smaller paper. Do this, too, for the four-column high school paper and the tabloid.



Headlines

Headlines must be interesting. They must catch the reader's eye and entice him to read the story. A head that does not do this fails in its job. Whether a story is read or bypassed is usually determined by the headline.

Headlines are not labels. This point should be made clear to a newspaper staff.

It is difficult for beginners to write an interesting, lively, active head. Headline writing is not taught overnight. It takes time. Once students learn some basic rules for headline writing they must practice. If an adviser is fortunate, he will have at least two or three students who will master the art of headline writing. If this is not the case, the instructor may want to try some of the suggestions found in this section.

Use Poetry For Heads:

Investigate a recent study of poetry in the students' English classes. If the selections were reasonably short ones, duplicate parts and have students write news heads, feature heads, heads of one line, heads of two lines, or experiment with decks of heads for the longer poems. They will like this extra activity.

Increase Your Vocabulary:

Check the local paper headlines each evening and make a list of unusual words, colorful verbs used. Discuss these on Friday. Test your group to ascertain how many of

Advisers should take time to critique each issue of the newspaper pointing out good and bad points to staff members.

them have these words in their vocabulary. Let a committee look over last year's issues of your school newspaper, listing colorful verbs used. If there are not enough employed, improve them by using this technique.

Review Literature:

Surely they have heard of alliteration? No? Introduce or review its possibilities for the headline.

Trick And Rhyme:

Just so they are steeped in the possibilities of headlines, review the trick headline and most certainly include one of rhyme, be it two or three lines.

Puzzles Are For Headlines:

Words, their meaning, and words, their count, are likely to become the task masters of all your students, unless the adviser can use some teaching devices to help this skill.

Whether we teach for intelligent reading, work on the high school paper, or whether we are training the student for professional journalism, the use of the crossword puzzle may be helpful. Select your aims and try the puzzle, too, for stressing the need for words of exact count and meaning in the headline.

Beginning Headline Writing:

When the students first start writing headlines have them write an eight-word head, disregarding any count. This can be done from a lead dictated to them by the adviser. Stress that they are to pay special attention to the verb in the headline.

Next, have them do the same thing in six words, then in four. They develop a headline alertness, as well as the ability to condense, and finally, the actual count is learned.

If The Shoe Fits:

Illustrating that headlines cannot go over the maximum count can be done effectively by stressing the old rule: "type is not made of rubber." For a touch of the dramatic, ask one of the more aggressive class members what size shoe he wears. Then offer him a shoe two or three sizes too small, suggesting he put it on.

As he struggles to squeeze into the shoe, stress the point that headlines, like shoes, that exceed the maximum count will not fit any better than the shoe. This illustration will work beautifully when the adviser is desperately trying to curb students from running up printer's charges by turning in sloppily counted heads to the printer.

Inexpensive Head Chart:

Why waste the hard-earned advertising money on printed head cards which diminish, like the cash, with subsequent issues? It is lots of fun for each staff member to make his own, and it's very inexpensive, too.

A piece of cardboard or poster board, notebook size, is large enough to paste on the variations of type and headlines used in making up the high school paper.

Supplying each with a manila folder and having the student collect the various kinds of headlines used in former issues of the school paper, the adviser guides the student into forming his own headline schedule according to the master one in use. Be certain to include identification as to size and kind of type and the unit per column or columns.

Study The Headline:

The class is on familiar ground here, but nonetheless, writing, criticizing, scanning, counting, and placing on the page of several headlines is important.

Teaser Heads For Editorials:

One of the tricks to get readers on the editorial page is to use teaser heads. A head like: "I'm Fur 'Em" and "I'm Agin' 'Em" adds zest. Students will have fun writing these heads.

Labels Are For Jelly Jars:

Cull from exchanges ten or so heads for editorials. Write them on the board or duplicate them, having each student list his ideas as to the subject matter of each. Ask him to further check or mark the three which sound most interesting, which he would likely read. Discuss. The outcome will be the student's realization of the difference between a trite label and an arresting invitation to read on.

Advertising

It takes money to produce a newspaper. Money that is earned from advertising and subscription sales. Some high school newspapers have suffered sudden deaths because of lack of money. Others have had to decrease the number of issues produced each year because of the rising costs of producing a good newspaper. Still others come out only when money is available to cover printing costs.

Advertising must be an important part of classroom instruction if for no other reason than production survival. This should not, of course, be the main reason for including an advertising unit in a journalism course. After all, commercial newspapers could not survive without revenue from advertising so why should the high school press be any different if we assume advisers are preparing students to be journalists?

Many advisers discuss advertising early in the school year, thus preparing students to sell ads for the school's newspaper. In some cases students are required to sell two or three ads as part of their class assignment.

Advisers should not turn their backs on subscription drives. An alert instructor will use class time in having students plan a promotion aimed at selling a product, the newspaper. A well-planned subscription drive can bring in needed revenue, a must for the survival of good scholastic publications.

To Fill The Till:

Freedom of the press would seem to indicate that the paper be financially independent. In schools where this does not violate policy, financial independence means the paper supports itself through subscriptions and advertising. Sometimes this revenue is inadequate to publish the paper the students, adviser, and administrator want to have.

Miniature Christmas greetings can be printed on a special page at the rate of two cents a word. This idea is good for tournament time, April Fool's Day, and other special occasions like Valentine's Day. Special signature pages are also a good income source.

An Exclusive Right:

Keep your advertisers from being "run-to-death" by working out an agreement like this one:

By board of education action, the school paper has exclusive rights to all advertising for school functions. No other club or group can approach the merchants for ads.

Are They Reading Ads?:

To find the answer to this question, include it in a readership survey your journalists ought to have the experience of doing. If you learn they are not reading the ads, you will want to help your students touch up this department.

One help here is to use yearbook snapshots in ads. Include contests like a planned misspelled word. The first student to find and report an error to a designated place receives a small award or write-up.

Another suggestion: Let the merchant or person advertising submit his witticisms or pertinent remarks of advice to students and run them in his ad.

One adviser says that when his gang ran baby pictures of students and faculty with the identity disclosed in a fake ad, the response was "breath-taking."

Another staff conjured the idea of running personals, for sale, help wanted, and business wanted ads. Under each of these titles they used paid-for-ads. Example: "For sale—Clothing. Drawer full of old sad socks. Just bought pair of new all-wool argyle socks, longs and shorts, at _____ Sports Store."

Special Needs:

Before Prom time have editors send letters to tuxedo rental firms to solicit advertising. Nearby snack bars and eating establishments are also solicited. Boys learn to patronize advertisers of the newspaper and pass the good word along.

Keeping In Touch:

At a glance it is possible to ascertain which advertisers should be solicited at a given time if your students plan and operate a frequency chart. The chart is designed to show how often each merchant wants to advertise.

Advertising Talks:

Call your local paper for an illustrated talk on use of mats, how advertiser selects them, who writes copy, and any pertinent data

Teamwork is the key to success with any publication, even in selecting photographs.

they can supply your class. They may be willing to leave old mat books behind so that the class can practice designing their own ads.

Let The Students Speak:

So that the group will have a working knowledge of their own newspaper, let the newspaper's advertising manager speak to the entire class or staff. This is an ideal place to sandwich in any advertising forms you may happen to be using.

Students Read Ads:

One device used to encourage the reading of ads is to choose at random the telephone number or name of some student and insert it in one of the ads.

The lucky student then calls upon the advertiser in whose ad his name appeared. The winner receives one dollar which the newspaper previously deposited with the merchant.

Organizations Pay For Publicity:

Not an uncommon practice among school newspaper offices is that of inviting organizations to pay for their own pictures. This technique is helpful in raising the frequency of the use of engravings.

Use Advertising Contracts:

Save time by using ad contracts and having the merchants sign up for ads for an entire semester or even a year when they will do so. This type of planning enables the staff to make a good estimate of exactly how much revenue future issues of the paper will bring in.

Illustrate Your Ads:

Let the artist or cartoonist illustrate an ad for a hard-to-impress advertiser. The engraving cost is usually willingly paid for by the advertiser.

Work In Sections:

If you live in a large town, divide it into sections so that the advertising solicitors can cover their

territory more thoroughly without duplication.

One Suggested Advertising Unit:

Time: 3 or 4 weeks. Place: Elementary journalism.

The contributor helps each student plan a complete advertising campaign for a new product of some sort. They work out finances, media, art work, and write the copy. They present campaign in written form and also orally to class.

The Personal Touch:

It is advisable to have the staff deliver in person rather than mail copies of the current issues of your paper to advertisers. If a business manager reports the use of a wrong telephone number, or misquotation of a priced article, it is much more effective than if the adviser mentioned that same error.

Advertising Field Trip:

Avoid some after-school conflicts by getting students who sold ads excused from beginning journalism period once or twice each week. This technique, too, could be worked into a laboratory period, during which time the whole class is catching up on scheduled work or selling ads. It might be possible to schedule a day-long field trip for students to go out and sell ads.

Encourage students to make regular calls on businessmen who advertise in school publications.

Mass Communications

Some authorities say man has learned everything he knows through some form of mass communication—newspapers, magazines, books, radio, television and films. Even with our knowledge of the importance of all media, not just newspapers, we still hesitate to include these media in our journalism program. In the past few years some schools have started offering mass media courses as part of their curriculum. In other schools instructors are starting to discuss mass media briefly in their established journalism courses. Perhaps the suggestions that follow will encourage teachers to do more in the area of mass communications.

Looking At Magazines:

And bring them to class, too.

When there is time for it, a unit on magazines, relating the feature article to some national magazine copy, may become a profitable class experience.

Using Tapes For Class Projects:

Prepare some simple tapes by reading several current local news articles clipped from daily newspapers. Play them for the class and have summaries written. Replay after summaries are read, for comparison. Secure clippings from a number of sensational newspapers, obviously-slanted magazine articles and prepare tapes. Play them for the class and ask for criticism and discussion.

The Radio Interview:

Here, as in the written interview story for publication, the question is important. The adviser will want to spend some time on the positive personality qualities that enter into radio and television interviewing.

Improving Voice Qualities:

Either invite an announcer to do this or provide some type of experience in which the student reads prepared copy with emphasis on pronunciation, enunciation, and good tone qualities. While this is definitely not designed to become an exercise in speech, it should teach for appreciation.

Checking The Tube:

Clip from local paper the television and radio schedules. Let volunteers from the group listen to certain programs from one station and pool information to get the answers to some of the following questions: How much time is devoted to news between certain hours (decide on the times)? How much is spent on variety programs to entertain? How many different news commentators are there? How much time is consumed with advertising? Of the time spent on news, how much is local, national? national?

Learning To Ad Lib:

On a given day have your students come prepared to draw numbers as to sequence of speaking. They are to come armed with all sorts of school news items, world events, features, etc. Then let them speak without notes over the microphone for two minutes,

If you have trouble obtaining a staff artist, have the editor check with the art instructor. You may be surprised what art students can do in furnishing drawings for the school's publication.

varying the time to what you think the individual can bear.

Timed Announcements:

Check the extracurricular activities calendar in the newspaper office or in the general office. List coming events. Arrange for the students to gather sufficient notes to make a short announcement on the coming event. Time them as to exact minutes. This is valuable for

pointing out the importance of the time element in radio.

Visit A Television Studio:

Not from the standpoint of the drama, not from the theater angle, but from the point of general background, take your students to tour a television studio. It would be particularly helpful if all of them as a group could see and hear a news broadcast and then visit the station.

Using The PA:

Make good use of the public address system. Sometimes the principal may want to interrupt classes with special bulletins your journalists have prepared in advance.

Share Your Students:

If there is little or no time in your schedule for radio writing to be taught, check with the speech department or the radio section in your school. Are they in need of one of your trained news writers? Do you need any of their radio students to assist you in your unit on radio?

As part of the school's mass media course, why not have students actually produce a television show. In many cases the local television station will cooperate with students in the production.

Helpful Aids

The remaining pages of this book are devoted to forms, ideas and policies that hopefully will save the journalism teacher and publication adviser time and headaches.

In an earlier section covering editorials we were warned of the importance of having a written editorial policy. Thus, two policies have been included in this section. Hopefully these policies will act as a stimulus for those schools without a policy.

As you probably realize, many more excellent forms, ideas and policies exist. It would be impossible to include them all in one book, however, this collection is an important beginning. In future JEA publications of this type, and there will be more, we will include additional material that can make the teaching of scholastic journalism and the advising of student publications a little bit easier.

EDITORIAL POLICY

Every newspaper should have a written editorial policy that has been approved by the newspaper staff, publication adivser and building principal. Many excellent policies are now being used like this one from Grosse Pointe (Michigan) South High School. JEA member Robert L. Button is adviser of the school's weekly student newspaper, The Tower.

The Tower is the student newspaper at Grosse Pointe South High School. It is a laboratory for journalism students designed to serve the total school community.

As a laboratory, the newspaper provides staff members with independent writing opportunities with individual evaluation. Writing is based on a wide variety of research for a broad and often critical audience. The experience demands responsibility and cooperation. Business skills are learned through the need to sell advertising and newspapers to remain financially solvent.

The Board of Education provides the newspaper with a partial subsidy, just as it provides basic supplies for all aspects of the school curriculum. While the newspaper is responsible to the Board and subject to state and federal laws, content reflects student thinking and is not necessarily in agreement with administrative policy. An understanding of administrative policy should be reflected in articles relating to it.

The primary audience for the newspaper is the student body at South High School. However, the staff recognizes that the paper is read by and must speak to the faculty, administrators, parents, and the community as a whole.

The first function of the newspaper in serving the audience is an accurate and factual report on significant aspects of school life and community developments related to the school. These should be of interest or concern to a large number of readers. Because news stories are based primarily on fact and should be unbiased, they are not signed.

Second, the Tower should stimulate thinking and provide leadership for the school. As an independent observer, the newspaper should use its unique access to news and a broad perspective to lead the school community toward constructive accomplishment. Editorials reflect the collective thinking of the editorial board and will not be signed. Reviews, news analyses, and columns of opinion done by individual staff members must carry by-lines.

The Tower provides its readers with a public forum, as students, faculty, administration, parents, and others in the school community are encouraged to react to material printed or to comment on matters of concern through signed letters or articles. Names will sometimes be withheld from publication for good cause. Outside contributions are subject to the usual restrictions of libel, defamation or slander, and obscenity and must conform to

general newspaper policy. The newspaper need not agree with or endorse the content of outside contributions. Contributions may be rejected if considered unsuitable or for reasons such as limited space, untimely material, or incomplete or unbalanced coverage.

The Tower, finally, should entertain its audience through creative writing and interesting features. Such material will be given by-lines.

While most material appearing in print is the work of individuals, the editors who handle that material, the staff as a whole, and the adviser are responsible for all materials which appear in print.

The Tower deals with issues. The Tower does not criticize a policy without providing solutions. The Tower does not invade personal privacy or print material which might be embarrassing to an individual or group except in areas of public responsibility.

When an article quotes, directly or indirectly, a student, teacher, administrator, member of the community, the person or group quoted should have the opportunity to see (preferably) or to hear (if necessary) exactly the way in which it is to be printed. He checks the quote for accuracy and to insure that it adequately represents his views. He indicates his approval by initialing the article when possible, or his approval is noted if given by phone. His signature does not indicate that he agrees with the tone, style, or construction of the article.

Assignments for all editorial content will be made by the managing editors, although all staff members are encouraged to suggest assignments. The assignment will include the basic topic, suggestions for content or approach, and sources for research. All editorials and potentially controversial material must be discussed by the editorial board before the assignment is made. The board will determine all editorial positions and how controversial material should be handled.

The editorial board, headed by the editorial chairman, includes the managing editors, the business manager, the magazine editor, and two representatives elected by the rest of the staff. The staff will elect replacements for board members dismissed for insufficient attendance at meetings.

Writers who take an assignment must abide by guidelines established by the editorial board or convince the board to change its position. When a controversial article is written, the writer has the responsibility of seeing that he has considered the subject from some position of depth and is acquainted with arguments for and against the position he is assuming. The writer should be able to present some evidence that serious thought has been given to the subject and that either written material or resource persons have been consulted in an effort to gain understanding. When this has been accomplished, the writer is entitled to his point of view.

Writers are to review

controversial material with the adviser for libel, defamation, or obscenity. The adviser does not censor the material, but does suggest problem areas where facts seem inaccurate, the presentation seems one-sided, or the writing technique is not clear. Most material is handled by the adviser, although he may seek outside advice.

All stories approved in assignment form by the editorial board must be returned to the board in completed form by the writer. The board will review these stories to ensure that they conform to guidelines established by the board in approving the assignment, and that they show good taste, proper perspective, and appropriateness for publication. Upon board approval, the stories pass to the page editors. Page editors will check all stories for mechanics, style, development, accuracy, and required signatures. Any story questioned by the page editors may be submitted to the editorial board for review. This would be especially important for potentially controversial letters to the editor.

Material passes from the page editors to the adviser, who may also request a review by the editorial board. If the adviser disagrees with a decision reached by the editorial board, he may explain his position to the board and request a re-evaluation. If he still disagrees, he may exercise the power of veto, which may be overridden only by a two-thirds vote of the entire staff.

The adviser will submit material to the printer. The staff has the responsibility for seeing that material is carefully prepared and not merely quickly assembled to meet a deadline. The adviser may not be expected to review a rough copy and suggest quick changes unless time is available. Material returned from the printer should be checked for typographical errors and should not need editing.

If it can be clearly shown that the high school press has assumed its responsibilities, and if the material is not libelous, slanderous, or obscene, the burden of responsibility for complaints rests upon the complainant. Further, the complaint should be made in writing, the grounds clearly specified, and the editorial staff be given the occasion to respond.

BOARD OF EDUCATION PUBLICATIONS POLICY

After a series of discussions resulting from a controversial editorial that appeared in the Davenport Central High School newspaper the following policy was adopted by the Davenport School Board:

"High school publications are vital and necessary tools of education to be utilized in teaching students the purposes and functions of mass media in a democratic society. It is essential that students who participate as editors and staff members be offered the opportunity to gain educational and realistic experiences in the concepts of the provisions of the First Amendment to the Constitution which asserts the freedoms of the press and speech.

"In order to achieve such experiences, students will be offered opportunities to inform, to entertain, to investigate, to interpret, and to evaluate—all being accepted, responsible functions of the traditional democratic press. Through the open forum function of editorial pages, all students and other interested persons will have the opportunity to express their attitudes and views. The criteria for the inclusion of a story or any other material in the publication will be those of accepted, responsible journalism, including restraint by the student journalists and the advisers in such matters as libel, privacy, contempt, obscenity, and copyright. It is recognized that a school publication should be prepared and published by students rather than professionally compensated journalists and that it thus becomes necessary to provide the students with a journalism adviser who has professional journalism training and experience and whose duties include: teaching and implementing accepted, responsible journalism; teaching students the mechanical procedures in publishing a medial product; supervising the financial duties of the staffs; advising and counseling students in the implementation of the criteria for the inclusion of stories and other material in the publication.

"In summary, it is recognized (1) that students will be afforded experiences in exercising concepts of freedom of the press, (2) that they should be free of external forces which seek to restrict these freedoms, and (3) that they be provided with a professionally trained adviser to teach, advise, and counsel them in the achievement of accepted, responsible journalistic performance. The student journalists must recognize their responsibility to provide a forum for all diverse opinion, to serve the interests and needs of the reading public, and to provide news and commentary that is accurate, fair, objective, and honest."

POSITION ANALYSIS

The following Position Analysis was developed by the Job Description and Non-Teaching Duties Committee of the Saginaw (Michigan) Board of Education and the Saginaw Education Association. Teachers may find it valuable to have such an analysis written and approved by their boards of education.

Position Title: School Newspaper Adviser

Responsible To: Building Principal

Primary Function: (Co-curricular)
Production of a newspaper geared to the particular needs and expectations of administration, faculty and, primarily, students. Acting as an adviser to the student newspaper staff beyond the limits of a normal teaching day would also be considered as one of the primary functions of this position.

Major Responsibilities:
1. Organization and Supervision—student staff deployment
2. Community-Newspaper Relations
3. Content Review
4. Publication
5. Sales and Distribution
6. Budget

Illustration Of Key Duties:

1. **Organization And Supervision:** To supervise reporter and photographer assignments. To organize editorial staff and delegate authority to that staff. To act as a general overseer and coordinator of all activities necessary for written or pictorial coverage of news events within the building or activities outside the building involving students and related to school business.
2. **Community-Newspaper Relations:** Can be named by the principal to serve as a liaison between students, faculty, administration and the community with respect to the material contained in the school publication.
3. **Content Review:** The newspaper adviser will not act as a censor, but when good taste, the laws of libel, or the objectives of the newspaper (as stated by the staff and adviser) are being violated, he will point out such errors and work with the staff to correct them. The decision as to what is "news" will be that of the adviser and newspaper staff with the understanding that it will often be necessary to consider the administration and faculty opinions in this regard prior to a final decision being made.
4. **Publication:** Will travel to and from commercial printing firms, retail stores and other places of business as necessary for purposes of producing a publication. The above mentioned duties would be considered beyond the

normal requirements of classroom teaching only if involved with time spent beyond the teacher's normal class time.

5. **Sales And Distribution**: Distribution and sales of newspapers to students on a regular basis. "Regular Basis" shall be determined by the specific needs of the building and shall, generally, indicate a weekly or monthly publication.

6. **Budget**: To cooperate with the building principal in establishing a yearly budget whenever school funds and (or) sales receipts are involved.

Qualifications: Valid Michigan Provisional or Permanent Teaching Certificate. Journalism teachers and newspaper advisers in senior high shall have a major or minor in journalism. Journalism teachers and newspapers advisers in junior high preferably shall have majored or minored in journalism and (or) English. College work beyond the normal degree requirements is desirable at both senior high and junior high levels. (This would include work on the college newspaper or yearbook.) Advisers must be willing to devote time beyond the normal classroom teaching assignment.

PUBLICATIONS: NO PLACE FOR GOSSIP

The following article was written by Ann Landers and appeared in newspapers across the United States September 21, 1964. Advisers who are having problems convincing young journalists that a school publication is no place to publish gossip and "cute" sayings may find this article useful.

Dear Readers:

Recently I printed a letter signed "Elsie's mother." It told of an insulting caption which appeared under Elsie's picture in the high school yearbook. The girl was heartbroken.

I expressed outrage that a handful of students should be given the power to cause such unhappiness. I asked for comment and got it—by the ton.

My desk is piled high with expressions of compassion for Elsie. Fewer than 50 letters criticized Elsie for being thin-skinned. I came in for some knocks, too, because I asked "Where were the faculty advisers?" (Some Students regard faculty advisers as censors whose role inhibits freedom of speech.)

Here are some samples of the mail:

Los Angeles: I graduated from a St. Louis high school in 1936. Under the picture of my sweetheart appeared this caption, "An empty vessel makes lots of noise." I married the "empty vessel." He is now president of a midwestern university and is a very successful human being. I've kept track of the two students who wrote the cutting yearbook caption. High school big shots were as big as they ever got.

Cleveland: Elsie's humiliation reminded me of my own yearbook experience. I was one of the over-endowed girls--measuring 40-22-36. A clique of boys nicknamed me "Mt. Shasta." When this nickname appeared under my picture I wanted to die. That name followed me to college and it was years before I was able to shake it.

Dear Ann: Please don't identify our city. We have already had too much bad publicity. I write to you only to show how cruel young people can be, and to plead for faculty guidance. The yearbook committee placed this caption under the picture of a frail boy who was a polio cripple--"and now we have the Olympic winner of the 100-yard-dash." The yearbook came out on a Friday. The following Sunday the boy hanged himself.

Youngstown: Last year a senior girl became pregnant and just barely made it through graduation. This caption greeted her when she opened her high school annual: "Surprise package!" Her parents were furious. They, like you, Ann, asked "Where was the faculty adviser?" Well, there wasn't one.

Pittsburgh: I wish the crybabies who can't stand to hear the truth about themselves would take a flying leap into the ocean. If a person is dumb

enough to get on bad terms with the yearbook staff, he deserves whatever they write about him.

Appleton, Wis.: When I read your advice to Elsie's mother I cheered. As a faculty adviser I battled for years against captions and class prophecies. It was a great day when the committee voted to eliminate them from our yearbook. We now print only the senior's list of activities, using as our philosophy, "By their deeds shall ye know them."

Peoria: Although I was a member of the National Honor Society and held offices in music and library groups, the space reserved for activities was left blank. Next to my picture the caption read, "Generally speaking, she's generally speaking." The girl who did the dirty work put beside her own picture, "She was meant for heaven, not earth."

Chicago: In our high school this line appeared under a girl's picture: "Only for her friends - and she doesn't have an enemy in the world." Several hundred books were printed before the girl's parents heard of it. When they threatened to sue the school board the books were junked at great expense. That was the end of captions - and the beginning of faculty advisers.

QUIZ "85" FOR YEARBOOK EVALUATION

This is a "fun" quiz—not intended to be complete or absolute. It is just a list of details staffs can scan to give them some plus and minus estimates. A score of 130 would be excellent, 100 would be good; lower scores mean that perhaps you need to be more painstaking.

1. If your title page contains the volume number, add 1
2. If the title page contains the name of the school, add 1
3. If the title page contains the city and state, add 1
4. If the title page lacks either item or item 3, subtract 1 each
5. If there is a table of contents, add 2
6. If the table of contents is on the title page, subtract 1
7. If you have a reasonably good picture of the building, add 3
8. If the building picture is on the end sheets and nowhere else, subtract 1
9. If the theme seems interesting and suitable, add 4
10. If the theme seems trite or hard to understand, subtract 5
11. If the division pages are double, add 2
12. If the division pages are single, add 1
13. If the division pages are similar in design, add 2
14. If any of the division page pictures are poor in quality—fuzzy, spotty, faint, lacking in interest, subtract 1
15. If there is hand lettering on the division pages or on the title page, subtract 2
16. If the lettering of the main division head goes across the gutter, subtract 1
17. If there is a letter from the principal or superintendent included in the book, subtract 1
18. If there is an interesting, justifiable dedication, add 2
19. If there is no dedication, add 3
20. If there is an obvious routine or meaningless dedication, subtract 2
21. If the faculty section gives subjects taught and activities sponsored for each teacher, add 2
22. If either subjects or activities are missing from the faculty, subtract 1 for each
23. If there is additional copy about the faculty, add 2
24. If there is copy about each of the major departments of the school, add 3
25. If the copy is in the present tense, subtract 1
26. If the academic copy gives just a general description of the subject (History is the study of mankind, etc.), subtract 2
27. If there is NO academic copy, subtract 5

28. If ANY academic copy mentions any of the following—field trips, titles of books, new equipment, or number enrolled in elected courses, add 5
29. If senior activities appear on the same spread as the portraits, add 3
30. If there are identifying heads on EVERY spread of the senior and underclass sections, add 5
31. If there are heads on only some of the senior and underclass spreads, subtract 3
32. If there are candid pictures in addition to officers' pictures in the album section, add 3
33. If there is copy about the class activities, add 4
34. If there are senior baby pictures, subtract 5
35. If there are quotations by or about the seniors with or instead of the activities, subtract 6
36. If there is a class will or prophecy or both, subtract 5
37. If the academic major for each senior is included, add 2
38. If there are senior superlatives (best dressed, most likely to succeed, etc.), subtract 3
39. If outstanding senior achievements are recognized in addition to the activity lists, add 3
40. If there is a personality comment of any kind on each senior, ask your adviser whether to add 1 or subtract 3
41. If the senior and (or) underclass portraits are bled, subtract 3
42. If the senior and (or) underclass portraits are arranged in patterns—such as checkerboards, doughnuts, stairsteps, V's, etc., subtract 3
43. If you have pictures of all the members of clubs up to 100 members, add 5
44. If you do not have pictures of these clubs, subtract 4
45. If you have formal pictures of the club officers, subtract 2
46. If you have at least one action candid for most of the organizations, add 4
47. If the club write-ups are in the past tense, add 2
48. If the write-ups are in the present tense, subtract 2
49. If there are action heads in the club section, add 3
50. If there are no cutlines for candids in the club section, subtract 5 (Omit this question if there are no candids)
51. If the group pictures have legs and feet showing, subtract 3
52. Add one point for each athletic team pictured
53. Add one point for each scoreboard included
54. Add one point for each sport for which there is good, factual copy
55. If there are whole pages of posed pictures of individual athletes in any sport, subtract 4
56. If spring sports are omitted, subtract 5
57. If sports pictures have informative cutlines, add 3
58. If many cutlines begin with names, subtract 2
59. If ANY pictures have "gag" cutlines, subtract 3

60. If each sport has at least one reasonably good action picture, add 4
61. If there are no factual write-ups for any sport, subtract 10
62. If the sports copy editorializes (The coach did a wonderful job), subtract 4
63. If the sports heads show action, add 3
64. If the sports heads are labels, subtract 4
65. If there is student life coverage IN ADDITION to such events as the prom and homecoming, add 5
66. If royalty seems overemphasized in any way, subtract 2
67. If the big events are presented with a good balance between royalty and other activities, add 3
68. If there are ANY pages of "snaps" or hodge-podge candids, subtract subtract 5
69. If there is reasonably good coverage of the current year's graduation, add 3
70. If there seems to be a definite layout style, add 10
71. If there doesn't seem to be a definite layout style, subtract 5
72. If the margins seem reasonably uniform through the book, add 5
73. If the margins seem ragged or crowded, subtract 3
74. If bleeds obscure the page numbers for more than three consecutive spreads, subtract 3
75. If the names of advertisers appear on the editorial pages, subtract 3
76. If there is an index, add 10
77. If there is not an index, subtract 10
78. If there are pictures in the index, add 4
79. If there are good pictures in the patrons or ad section, add 5
80. If there is a suitable ending on the last editorial page, add 3
81. If there are acknowledgments of the printer, photographer, etc. on the last editorial page, add 3
82. If either 80 or 81 is lacking, subtract 3
83. If there is attractive use of color anywhere, add 5
84. If there is color but you do not like it, subtract 3
"85." If the title on the cover is clear and easy to read, add 3

TOTAL SCORE _____

For those students who have difficulty in selecting a word other than "says" for attribution, you might post a list similar to this one.

(a)
add
address
admonish
advocate
appeal
argue
articulate
ask
assert
avow
(b)
babble
bet
blurt
boast
brag
(c)
cackle
chat
chatter
chide
command
complain
concede
confess
confute
consent
continue
contradict
coo
counsel
counter
cry
curse
(d)
decree
demand
deny
denounce
dictate
disclaim
dogmatize
drawl
drone
(e)
elaborate
enjoin
entreat
equivocate
exclaim
exhort
expatiate
expostulate
(f)
falter
flee
fume
(g)
gasp
gibe
giggle
grant
groan
grumble
(h)
haggle
hold
hesitate
(i)
implore
inform
inquire
insist
insinuate
interject
(j)
jeer
jest
joke
josh
(l)
lament
lecture
lie
(m)
mimic
moan
mouth
mumble
murmur
mutter
(n)
nag
narrate
note
(o)
object
orate
order
own
(p)
pant
petition
pledge
point out
pray
preach
pronounce
protest
prove
(q)
query
quibble
quip
quote
(r)
ramble
rant
read
reason
rebutt
recite
reiterate
rejoin
remonstrate
repeat
reply
reprimand
request
respond
resume
reveal
revile
rule
(s)
scoff
scold
shout
snap
sneer
snort
spoke
sputter
stammer
state
stipulate
storm
stutter
supplicate
swear
(t)
taunt
titter
translate
twit
twitter
(u)
upbraid
urge
(v)
voice
vouch
vow
(w)
wail
warn
went on
wheeze
wrangle

PHOTOGRAPH ASSIGNMENT SHEET

Photographer _____ Date photo is needed _____

Date photograph is to be taken _____ Time _____ Place _____

PHOTO MUST FILL SHAPE

CHECK BELOW:

horizontal

vertical

square

Special shape as sketched

Names of persons to be included in photograph:

Date assigned: _____ Photograph assigned by: _____

Comments:

When portraits of living models are used in advertising, a signed release should be obtained from them.

I, the undersigned, living at _____, do hereby declare that I am _____ years of age, and do hereby consent and have my parents' or guardians' consent that _____ may use for advertising purposes and-or for the purposes of trade, my name, portrait, or other likeness.

_____ _____

Date Signature of parent or guardian

YOUR DEPARTMENT IS NEWS

In order for ———————— — to give a fair share of space to each department, we must plan as far ahead as possible. We frequently miss a good story because the event is conceived and executed between the time the copy goes to the printer and the date of publication.

Our publication dates are set for the whole year. This is necessary because of our contracts with the printer and the advertisers.

At certain times of the year many important events occur within a two-week period. If we do not know about the events scheduled in your department, our copy may go to the printer with no space allowed for your news.

We are seldom interested in events that have already happened. Our policy is to print it while it is still news to most people. That requires thinking ahead on your part as well as ours.

We shall send you a copy of this sheet from time to time. Please list on the lower lines the requested information and return to ——— at your earliest convenience, whether or not you know the exact dates. Thank you for your continued support.

———————— Staff

EVENT COMING UP	WHEN CAN YOU SEE REPORTER	DATE

PLEASE LIST BELOW the name of any student you know who has done something newsworthy -- i.e. hobby, novel experience, worthy achievement, etc.

_____ _____

_____ _____

TEACHERS ONLY: Have you done something newsworthy? Why not let fellow faculty members and ———————— students know about it? (List item(s) below:

_____

_____

_____

Signature of person filling out this form

STAFF MEMBER'S SELF-EVALUATION

Name: _____ Issue No. ____

Collect your old copy, evaluate it by filling out this form, and staple your copy together with this form and turn in to _____.

Best thing I did in preparation of this issue:

Worst thing I did in preparation of this issue:

Grade I think I deserve for my work on this issue: _____

Circle "Yes" or "No" before each question:

Yes No 1. Did I meet the deadline on all stories for this issue?
Yes No 2. Was the copy clean when I turned it in?
Yes No 3. Did I prepare my copy according to the style sheet?
Yes No 4. Did I find a feature and play it up in the lead?
Yes No 5. Did I avoid grammatical errors?
Yes No 6. Did I have clear and concise lead(s)?
Yes No 7. Did I avoid editorializing by indicating sourses for any opinions?
Yes No 8. Was my copy concise?
Yes No 9. Was my copy accurate?
Yes No 10. Was my copy clear so that it could be easily understood?
Yes No 11. Did I use the third person except in quotations?
Yes No 12. Did I avoid the verb forms of "held" in my writing?
Yes No 13. Did I avoid starting a sentence with the word "There"?
Yes No 14. Did I write with the publication date in mind?
Yes No 15. Did I avoid using the passive voice?
Yes No 16. Am I happy with the contribution I made to this issue?

My contributions to this issue included (be as specific as possible):

_____

Date

Dear Faculty Member:

The attached story appeared in the last issue of _____. To help in evaluating the job we are doing and to assure complete, accurate coverage of _____ High School, please complete the following questions and return this copy to _____ at your earliest convenience.

Thank you for your continued support

_____ Staff

Are the facts in this story correct? If not, what errors were made?

Were any important facts omitted? What?

Was the writer's approach to story appropriate? If not, what approach should have been considered?

What about future issues? Any news or feature ideas you wish the staff to consider?

FACULTY DATA SHEET

The yearbook staff is about to compile material and pictures for the teacher section of next year's yearbook. We will appreciate your giving us the following information. Please have this questionnaire completed in one week from the time you receive it. A staff member will pick it up. Thank you.

Name, as it should appear with your picture _____

If you are a married lady, give your title and husband's name

_____

Courses you are teaching this year (give specific titles):

_____

College or university from which you have earned degrees:

College Degrees

_____ _____

_____ _____

Recent honors or awards:

Extra-curricular activities (Please be specific and complete. Include all clubs, coaching, or committee and class sponsorship.)

_____

_____

Offices in professional organizations you now hold:

Hobbies and special interests:

Works published:

Years in this school system, including this year:

If this is your first year in the system, please state where you taught previously:

Travel, summer school, teaching, work, or other activity during last summer:

PUBLICATIONS FACULTY QUESTIONNAIRE
(for yearbook)

Name as you want it in publications _____

Degrees and College Awarding:

Do you wish to have a new portrait taken for the yearbook this year?
What period during the day is best for this?
General areas in which you teach this year (as you want it in yearbook)

Major extra-curricular sponsorships (for yearbook)

Hobbies and other human interest material about yourself (honors, professional background, outside activities)

Projects planned by your extra-curricular group which might make a good story or photo for yearbook or newspaper. (Please include approximate date.)

April _____ December _____

May _____ January _____

October _____ February _____

November _____ March _____

Classroom projects being planned which will make a good story or photo between now and January 1.

ACADEMIC INFORMATION

In order to represent the work of each department as completely and accurately as possible, the yearbook staff needs the following information. A member of the staff will pick up this questionnaire early next week. We will greatly appreciate everything you can tell us about your work.

1. Name _____
2. Courses you teach: (include numerals, as English II)

_____

3. Approximate enrollment of the elective courses you teach (if any)

_____

4. Is any course you teach new this year? If so, please describe it.

5. Is any course you teach open to students of a different grade level than formerly? If so, what?

6. Are you using a new text this year? If so, what?

7. Please list any of the following which your classes are doing this year. Be specific as to names and places. Dates are not important, as long as you are fairly sure you are going to schedule the activity:
   Field trips
   Outside speakers
   Exhibits, programs
   Special projects (ex: noon sessions, etc.)
8. Does your room or your department have new equipment? If so, what?

9. Are you including new units in your course of study? If so, what?

10. Describe your use of the following:
    Visual aids

    Mechanical teaching devices

    Team teaching procedures

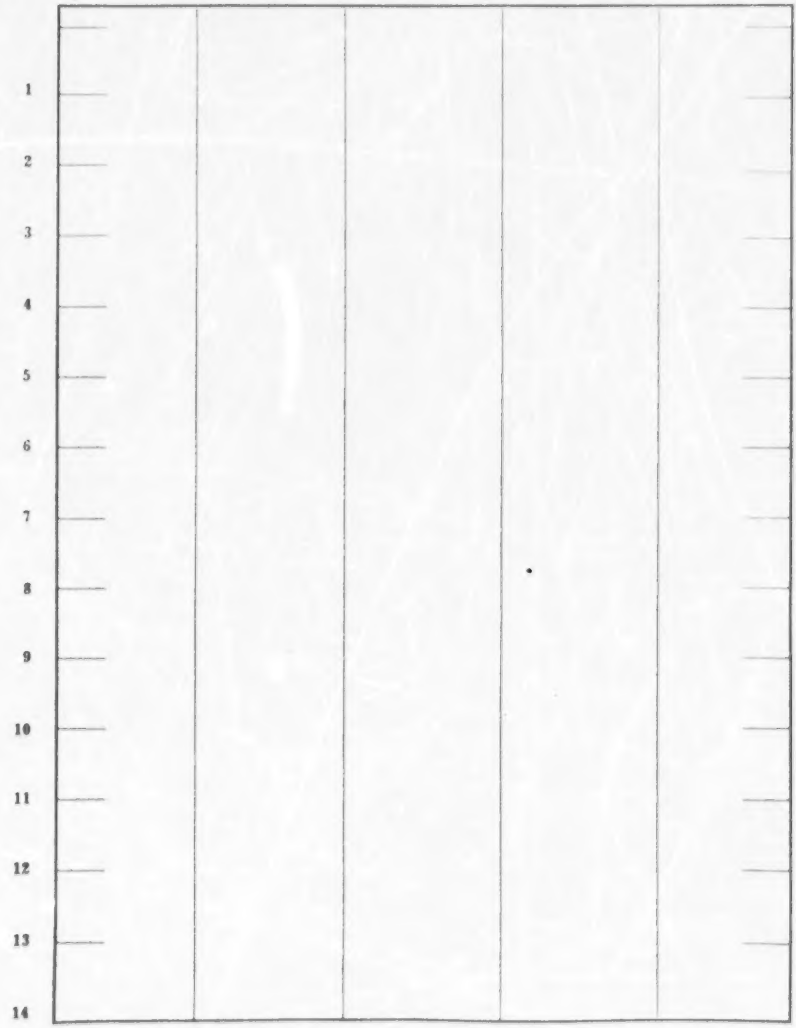
    Panels, group work

    Book reviews

    Research projects

11. The staff will appreciate being notified of any activities which would make especially good pictures to represent your work. We cannot use too many of blackboard work, but any variation from recitation procedures might make good pictures. We especially like to honor the work of superior students in taking the pictures.

Encourage students to dummy each page of the school's publication to assure good typography and copy fitting. A small dummy (below) can be just as useful as a full size one. Once a layout is agreed upon a full size dummy may be used to assure accuracy in the final product.



INDEX CARD

Students can save time when it comes to indexing the yearbook by having a card made which lists page numbers. As a student's picture appears on a given page his card can be pulled by the person completing that page and the correct page number can be circled. A quick glance at the card will give students all the information that is necessary to complete an accurate index.

Name _____ Class 10 11 12

last first middle

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64
65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112
113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128
129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144
145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176

The Arthur Hill NEWS Advertising Contract

ARTHUR HILL HIGH SCHOOL

3115 Mackinaw · Telephones SW 2-1521 · SW 2-1522

We hereby subscribe to _____ column (s) _____ inches in Display advertising in the Arthur Hill News, the bi-weekly newspaper published by the Journalism Department of Arthur Hill High School, for which we agree to pay upon demand. Said advertisement will appear:

One issue _____ Cost per issue _____ Total Cost _____

Every issue _____ ( ) for ( ) months. Cost per issue _____ Total Cost _____

Every other issue ___ ( ) for ( ) months. Cost per issue _____ Total Cost _____

at the rate of _____ per inch, on _____

Prefer to have NEWS copy changed each issue? _____ YES _____ NO _____

Would be willing to be one of a group of advertisers to sponsor a full page advertisement for at least one issue during the year at the regular rate? YES _____ NO _____

RATES **One issue – 3 inches or more min** _____ **$2.25 per column inch**

Run every other issue seven or more _____ **$1.85 per column inch**

Run every issue – 3 inches or more _____ **$1.75 per column inch**

Name in sponsored page _____ **$7.50 an insert**

Special photography and engravings _____ **$2.00 and up** _____

Date _____

Student Salesman _____

Name of firm _____

Adv. Manager or Proprietor _____

Address _____

Advertisers are billed by mail each issue. Payment after each issue by check will be appreciated.

Issue	Date	Size	Mat	New Copy?	Cost	Paid Date
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						

Among the 2500 Arthur Hill students and faculty a two million dollar market awaits Saginaw merchants.

REACH OUR READERS WITH INFORMATION OF YOUR SERVICES THROUGH THE SCHOOL NEWSPAPER

SAMPLE ADVERTISING SURVEY QUESTIONNAIRE

To The Student: Please answer the items that follow as accurately and completely as possible. You do not need to sign your name to this questionnaire. The purpose of this survey is to determine your buying habits.

Age———— Male———— Female————

EARNING POWER:

Do you have a part time job during the school year? ———Yes ———No

How much do you earn per week? ———— during school year

———— during summer

How much is your weekly allowance? ————

BUYING HABITS: Write the amount you estimate that you spend in a year on the appropriate items below:

———Records
———Deodorants
———Record player
———Automobile
———Soft drinks
———Sports gear
———School supplies
———Jewelry
———Summer camp
———Movies
———TV
———Gasoline
———Summer trips
———Travel
———Shoes
———Tooth paste
———Sports events
———Radio
———Bicycle
———Magazines
———Restaurants (Drive-ins, etc.)
———Candy
———Ice Cream
———Books
———Hi-Fi
———Tires
———Snacks

BOYS WILL CHECK

———Shaving cream
———Shirts
———Electric razor
———Taxis
———Coats
———Belts
———Gloves
———Socks
———Barber shop
———Razor blades
———Slacks
———Tux rentals
———Corsages
———Scarves
———Ties
———Levis
———Beachwear

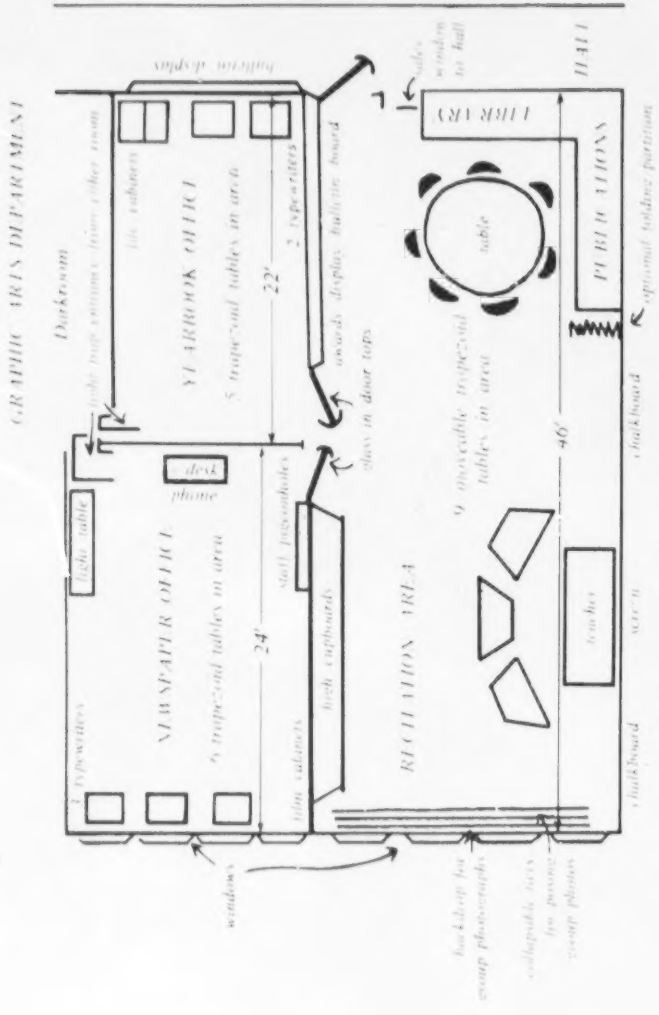
GIRLS WILL CHECK

———Coats
———Sweaters
———Shorts
———Hoisery
———Lingerie
———Belts
———Hair spray
———Nail polish
———Perfume
———Dresses
———Skirts
———Slacks
———Beauty shops
———Scarves
———Creams
———Shampoos
———Lipstick
———Eye make-up

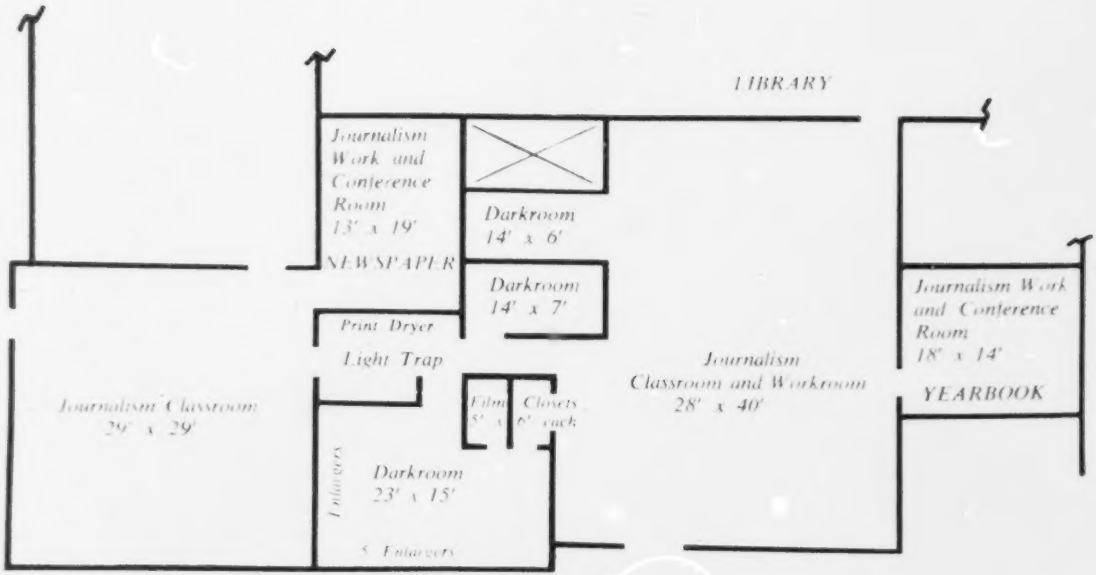
GENERAL INFORMATION:

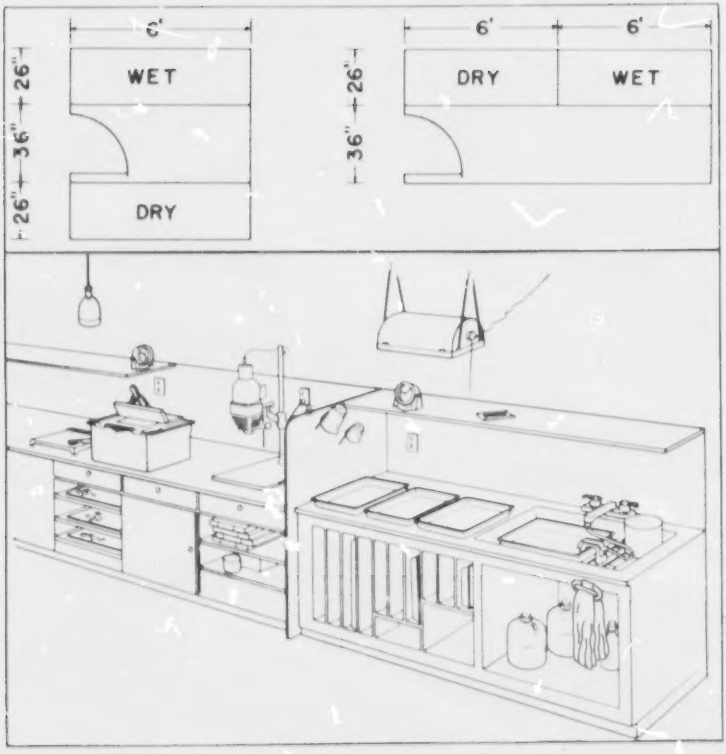
Please indicate the items that you help influence your parents to purchase.

Do you subscribe to the school paper? ———yes ———no
Do you parents read the school paper? ———yes ———no
Does advertising in the school paper influence your purchasing? ———yes ———no



JEA member Mrs. Lois Claus, Andrew Jackson High School, South Bend, Indiana, recommends the above facility design for publication work areas in the high school.


LIBRARY
Journalism Work and Conference Room 13' x 19'
NEWSPAPER
Darkroom 14' x 6'
Darkroom 14' x 7'
Print Dryer
Light Trap
Journalism Classroom 29' x 29'
Film Closets 5' x 6' each
Darkroom 23' x 15'
Enlargers
5 Enlargers
Journalism Classroom and Workroom 28' x 40'
Journalism Work and Conference Room 18' x 14'
YEARBOOK



The above darkroom design is recommended by Eastman Kodak Company. Those advisers wishing to design a darkroom facility may write Eastman Kodak, Rochester, N.Y. 14650 for many helpful aids including course outlines for teaching high school photography.

Recognition is an important factor in motivating students to do their best. Plaques, pins and certificates can be given to those students who have done outstanding work on student publications.